

# National Parent-Teacher

<sup>35 #10</sup>  
*The Official Magazine of the National Congress of Parents and Teachers*

JUNE

15 CENTS

Medical Library

JUN 23 1941



*In This Issue:* HOW SUCCESSFULLY IS THE COMMUNITY UTILIZING ITS HUMAN RESOURCES? *Paul V. McNutt* • YOU WERE TELLING ME: *William G. Carr* • AFTERGLOW: *Robert P. Tristram Coffin* • NO TIME ON THEIR HANDS: *Marion L. Faegre* • WHEN CHILDREN COME: *Dorothy W. Baruch and Lee Travis* • CONSUMERS AND NATIONAL DEFENSE: *Joan and Henry Harap* • IS EDUCATION MEETING THE NEEDS OF YOUTH? *Howard Y. McClusky, Francis Spaulding, Alonzo G. Grace*

# *Objects* OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

---

**T**o promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



NATIONAL PARENT-TEACHER,  
INCORPORATED

600 South Michigan Blvd., Chicago, Illinois

OFFICERS

Mrs. JAMES FITTS HILL.....President  
Mrs. WILLIAM KLETZER.....Vice-President  
Mrs. WILLIAM HASTINGS.....Treasurer  
Mrs. M. D. WILKINSON.....Secretary

DIRECTORS

Mrs. James Fitts Hill Dr. Ada Hart Arlitt  
Mrs. William Kletzer Howard V. Funk  
Mrs. Wm. Hastings Mrs. John E. Hayes  
Mrs. M. D. Wilkinson Mrs. R. H. Jesse  
Dr. John E. Anderson Mrs. James K. Lytle  
Dr. Wm. McKinley Robinson

★

NATIONAL PARENT-TEACHER

The Official Magazine of the National  
Congress of Parents and Teachers

EDITOR

EVA H. GRANT

ASSOCIATE EDITORS

ADA HART ARLITT  
ANNA H. HAYES  
VIRGINIA MERGES KLETZER  
WM. MCKINLEY ROBINSON

EDITORIAL OFFICE

600 South Michigan Blvd., Chicago, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago, Illinois

MARY A. FERRE, *Promotion Secretary*  
ELEANOR TWISS, *Business Secretary*

RATES

\$1.00 a year—U. S. and Poss. Single Copy  
1.25 a year—Canada 15 cents  
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed  
in the Education Index.

★

Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright, 1941, by  
National Parent-Teacher, Incorporated

# National Parent-Teacher

(Title Registered U. S. Patent Office)

VOL. XXXV

No. 10

## CONTENTS

June, 1941

|   | PAGE |
|---|------|
| <i>The President's Message: Close to Home</i> ..... | 3    |

## ARTICLES

|   |                              |
|---|------------------------------|
| How Successfully Is the Community Utilizing Its<br>Human Resources.....   | Paul V. McNutt 4             |
| You Were Telling Me.....  | William G. Carr 8            |
| Afterglow.....  | Robert P. Tristram Coffin 11 |
| No Time on Their Hands.....   | Marion L. Faegre 14          |
| Consumers and National Defense<br>Joan and Henry Harap  | 17                           |
| When Children Come<br>Dorothy W. Baruch and Lee Edward Travis   | 21                           |
| Town Meeting: Is Education Meeting the Needs of<br>Youth? Howard V. Funk, Howard Y. McClusky,<br>Francis Spaulding, and Alonzo G. Grace | 26                           |
| Guiding Our Children's Amusement Tastes<br>Dorothy L. McFadden  | 32                           |
| "In the Heart of a Child".....  | Eleanor Saltzman 35          |

## FEATURES

|   |                      |
|---|----------------------|
| Projects and Purposes.....                          | 19                   |
| Message from the President of the United States.... | 25                   |
| Books in Review.....                                | 31                   |
| P. T. A. Frontiers.....                             | 37                   |
| Around the Editor's Table.....                      | 39                   |
| Concerning Contributors .....                       | 40                   |
| Cover Picture .....                                 | H. Armstrong Roberts |
| Frontispiece.....                                   | H. Armstrong Roberts |

MEMBER OF THE







*Work—for some good, be it ever so slowly;  
Cherish some flower, be it ever so lowly;  
Labor!—all labor is noble and holy!  
Let thy great deeds be thy prayer to thy God!*

—FRANCES SARGENT OSGOOD





# *The President's Message*

## Close to Home

**P**RIDE in one's country is a commendable thing but, if that pride blinds one to basic and immediate realities or prevents intelligent criticism of thought and behavior, it can become a dangerous weapon. We Americans have for decades been proud of the fact that this is a nation rich in natural resources and that there is an abundance of food; we were then, so we thought, a people well fed and well nourished. Recent figures released from the draft, however, have jarred our complacency. Other and less widely publicized figures, such as those obtained in studies of CCC enrollees and NYA youth substantiate the story revealed by the draft. And what is this story? It is that in spite of the fact that we raise an abundance and variety of foods—in spite, too, of the fact that scientists have brought and are bringing to us vital information about nutrition—we are not a well-nourished nation.

Although it is true that the low income groups show a larger proportion of poorly fed families, malnutrition is not confined to these groups. The dietary habits of the population in certain areas and other factors in poor selection of foods play too large a part in this total picture of malnutrition.

Today America needs a strong people, not alone for military service but for general efficiency. Strong and sturdy people are people capable spiritually as well as physically of working toward the realization of those ideals of human relationships to which this nation is pledged. Those at home who say "What can I do?" may well give their attention to the important task of feeding the family intelligently. Each of us can aid in this important defense measure. Vitamin B<sub>1</sub> and Vitamin B<sub>2</sub> can no longer be ignored or lightly dismissed. They must be understood thoroughly. If the food habits of our children are wrong, we should give as much care to changing those habits as we do to changing undesirable social habits. Such a change is not effected by coercion but by thoughtfully planned, carefully prepared, and attractively served meals.

**A**S PARENT-TEACHER members we can do much toward counteracting the effects of poor dietary habits. The school lunch program, for example, can contribute much toward balancing the inadequate diet of the child from the families of low income. We can exert effort to make backyard gardens popular. We can join in community planning so that accurate information about foods as well as the foods themselves are made available to all. These are but a few of the ways in which we can share in the nation-wide effort to improve the nutrition of the American people. No more important service can be given to our country. And the interesting thing about it is that we can give it where we are.

Where we are, too, we can be proud that there is no longer a fog-bank of obscure thinking on the vital matter of nutrition and the improvements that are possible by the application of scientific knowledge to our dietary habits. Nutrition challenges our understanding; it spurs our imagination to visualize a nation strong and vigorous, equipped to attain the ideals of the human heart—the blessing and happiness for which all people long.

*Virginia Klefys*

President,

National Congress of Parents and Teachers





©Arthur Dailey

# How *Successfully* Is the Community Utilizing Its Human *Resources?*

PAUL V. McNUTT

TO THE query "How successfully is the community utilizing its human resources?" there is no ready-made answer. We may, indeed we must, explore this question with all the honesty, with all the intelligence, and with all the determination we can muster. And "we" means all the American people. For the success with which we in the United States utilize our human resources now may well determine not only our own future, but also the whole future of democracy.

Self-examination and self-knowledge, the old Greeks taught, is the beginning of wisdom. And "know thyself" remains an admonition which communities and nations, as well as individuals, must heed if their lives are to have meaning and direction. What a difference it might have made if Germany, or England, or France, or even the United States had really tried to do just that at any time in the recent past!

But it is not yet too late, at least in this country, to begin. And to begin, I think we should realize that the question is not a simple pro and con proposition. It is a whole complex of interrogations, each one of paramount significance.

I am asked: "How successfully is the community utilizing its human resources?"

And I reply: "What is meant by 'successfully'? What is to be the standard of success? How is it measured, in quantity or in quality?"

"What is meant by 'community'?"

**THIS** article was prepared from an address delivered by the Honorable Paul V. McNutt at the forty-fifth Annual Convention of the National Congress of Parents and Teachers at Boston, Massachusetts, May 21, 1941.

Where then shall we set its bounds—and why?

“What is meant by ‘utilizing’? What does it imply as to the relationship between the community and the individual?

“Above all, what is meant by ‘human resources’? What are the human values which seem worth conserving and utilizing?”

It may be thought that scrutinizing the separate parts of the question is a waste of time. Perhaps it would be in some countries.

If the convinced totalitarian in Germany or the convinced Communist in Russia were asked whether his community is successfully utilizing its human resources, he would no doubt answer with a prompt and resounding affirmative, for his community is successfully regimenting human lives for inhuman ends. The depth of our disagreement with that view is the measure of our obligation to think for ourselves.

Let us begin our close examination of the question by defining “community.” Traditionally it implies my town, my neighbors, the people I pass on the streets and in the shops, my children’s schoolmates; in a word, the folks whose lives touch mine somewhere in the course of an ordinary day. That is what the community meant three hundred years ago. The difference between communities then and now is one not of definition but of distance. The community is still simply a group of people sharing a common life; but “communication” and “community” stem from the same root and grow at the same pace. And that makes a world of difference in the span of our common life. Nowhere else, at any period in history, has this been so dramatically evident as on this continent during the past century and a half. There are thirty times as many people and a hundred times as much wealth in the

United States today as there were when it was founded. Yet this prodigious growth has been paralleled by a shrinkage of distance and an expanding community of interest. These twin progressions—increasing size and decreasing isolation—have pushed back our horizons until now nothing less than the boundaries of the nation itself sets bounds to our American community.

There are some 131,000,000 men, women, and children within this broad area of the Continental United States. What do they represent in terms of human resources? What do these people—what do we—need and want in health and housing, in education and recreation, in family security, and in individual opportunity? What are our rights, and, equally important, our responsibilities?

Throughout the country, thinking people have



© Ewing Galloway

their ears tuned to these questions today. Not that all the problems they raise are new, but world events have brought them to our very threshold.

**WE** HAVE, I hope and believe, awakened from our long and perilous complacency, our blind belief in our own unguided destiny. I do not mean that the characteristic American faith in the future was ever misplaced or that it should be abandoned today—quite the contrary. But I do mean that the unthinking assumption was never very close to the facts, the assumption that day by day America was bound to keep on getting not only bigger, but also better, and that Uncle



Sam's millennium was just around the corner.

The conservation of human resources did not become a concerted national and community objective until the dark days of the depression compelled us to give thought to the security of the whole people. During the past ten years we have made tremendous strides in protecting public health, in safeguarding children and their families, in implementing effective public education, in promoting the security of working people on the job and in their homes, and in providing at least some measure of protection for old age. The Federal Government has strengthened its partnership with the states and their local centers in order to conserve human resources on a nation-wide base.

But while we have been engaged in extending the kind of social protection that is the essence of democratic self-service, other forces have been at work elsewhere in the world, seeking to nullify and to tear down in one nation after another those very human values which we were beginning consciously to conserve.

Almost a year ago the United States embarked on a defense program, an all-out national effort to keep these blind, destructive forces far from our shores. There were those who contended that we must put aside such peacetime objectives as child welfare and family security if we were to build guns and ships and tanks. That self-defeating view did not and will not prevail. On the contrary, home defense, maintaining and strengthening our social protections and community services, has been fully recognized as an integral part of the entire defense program. This fact may well prove the most significant aspect of our total defense effort. Its beneficial effects will long outlast the emergency which has called it forth.

In itself, aside from the fact that it is now part and parcel of national defense, conserving human resources is a tremendous and challenging undertaking. This conviction is the outgrowth of my work as Federal Coordinator of Health, Welfare, and Related Activities in Connection with National Defense. A complete picture of what is being done cannot here be given, but let us highlight a few of the outstanding needs and hopes:

**F**IRST, there is health, not merely absence of overt disease but positive, vigorous well-being. What about that basic resource?

The general level of health in the United States is higher today than at any other time in the nation's history. The increase in life expectancy testifies to the victories already won over death. But, though our progress in preserving life and improving health has been great, it has not been enough. Why is it that thousands of children still suffer from ills for which preventive and curative measures are known? It is, in part, because parents and the people in general are uninformed; in part, because so many of them are too poor or live in places too isolated to get adequate medical care.

If only we did for health what we know how to do! Surely that is not too much to ask. Yet look at the appalling health record revealed by selective service figures! Nearly 43 per cent of those examined (nearly half of our young men between the ages of twenty-one and thirty-six) are rejected because of physical unfitness; and physicians tell us that from a third to a half of the defects are remediable. Can we tolerate this needless waste? We cannot and we must not. One of the great tasks immediately ahead is devising ways and means to make the necessary remedial care available.

It is significant that the most frequent single disability among potential selectees is dental disease which rules out nearly 7 per cent of all the men examined. Now dental disease is a danger signal. Though dental decay is not yet fully understood, there seems to be no question that good nutrition is a basic factor in dental health, as it is in all-around health and physical vigor.

Yet what are the facts about nutrition? Three-fourths of the non-farming families in this country are now getting along on diets that are considered poor or only fair. Some forty-five million men, women, and children do not have enough to eat of the foods we know are essential to health. Why?



© H. Armstrong Roberts

Primarily because they are too poor to buy milk, eggs, and vegetables in the quantities which you and I take for granted on our own tables, but also because they do not know how important these foods are and how to make the most of them. And this situation exists in the country which, of all the countries in the world, has the greatest food-producing capacity!

It is no overstatement to say that nutrition is our prime problem in conserving human resources. One important line of attack on this problem is already well established. This is the free school lunch program. Today nearly five million children from families who cannot give them an adequate diet are eating free hot lunches daily. In all too many cases this is the one decent meal they get.

The Parent-Teacher Association has given its wholehearted participation in this school lunch program, which is by no means wholly a Government project. In most communities it is a three-way partnership. Most or all of the food comes from Federal Surplus Commodities and the personnel from the WPA, but for equipment and maintenance and for general community support a local sponsor is responsible, and in many communities that sponsor is the local parent-teacher association. This kind of cooperation among all the agencies, public and private, that can contribute to better nutrition is essential, and it is being enthusiastically promoted.

Health is the basic but not the only human resource problem with which we are confronted. Housing, education, recreation, and protective services for those whose economic or social problems are too difficult for individual solution are only relatively less important.

Under the coordinated health and welfare program for national defense and in the continuing activities of the Federal Security Agency we are moving steadily forward along this whole broad front. But the life germ which maintains the effort and promotes its growth lies in the smaller communities, the villages and towns and cities from coast to coast. The job of the Federal Government is to help the states and their communities meet the challenges that confront them.

The dislocation that occurs in family life when men leave home to enter military service or to take jobs in defense industry and the dislocations in community life that take place when defense activity brings in swarms of new people almost over-



© H. Armstrong Roberts

night have intensified this challenge. One of our major and most immediate tasks is to summon all our resources to help defense communities carry the burden that has been thrust upon them.

ONE must look for and work for the answer to the initial question concerning human resources in the schools and streets, the hospitals and churches, the shops and factories, the playgrounds and commercial amusements. Above all, one must look for the answer in the family lives of one's own home town. To the local communities are delegated major responsibilities for safeguarding life and health, for protecting property and promoting opportunity, and for maintaining civil liberty. It is their privilege and their duty to preserve that which the nation would defend—our homes and our families, our cherished rights and our time-honored obligations as American citizens.

Every town has an obligation to maintain and improve its existing community services and to safeguard its human resources. Every citizen has an obligation to support both continuing and emergency programs in every way that he can. Money, time, active, intelligent interest, and volunteer service are needed. Our sole aim as a united people must be to gear all our resources for effective, unified action.

How else and for what else shall we "utilize" our human resources? How shall we gauge our "success" except by the extent to which we work through and for the spirit of voluntary cooperation and mutual self-service which is the essence of our American faith and the promise of our American future?



# You Were Telling Me

WILLIAM  
G. CARR



© H. Armstrong Roberts

**T**HIS article is an attempt to state what you, the parents—civic leaders, employers, and other citizens—want the schools to do to help your children become good citizens in the American democracy. Before presenting this account, let me tell you where the material which enters into this article was obtained.

In 1940 the Educational Policies Commission made a careful first-hand study of ninety excellent American high schools to see what they were doing to develop an intelligent loyalty to democracy. The results of the Commission's observations were published in a report called *Learning the Ways of Democracy*.

In 1941, after the publication of the report, the Commission sponsored a series of thirty regional conferences in various parts of the United States. The theme of these conferences was *Educating Youth for the Responsibilities of American Citizenship*. Attendance at each conference was limited to approximately one hundred persons, including teachers, school administrators, parents, and other citizens. Programs were arranged to give many opportunities for the representatives of the lay public to present their views on the training in citizenship to the members of the teaching profession. Records were kept of all such statements, and these records for the thirty

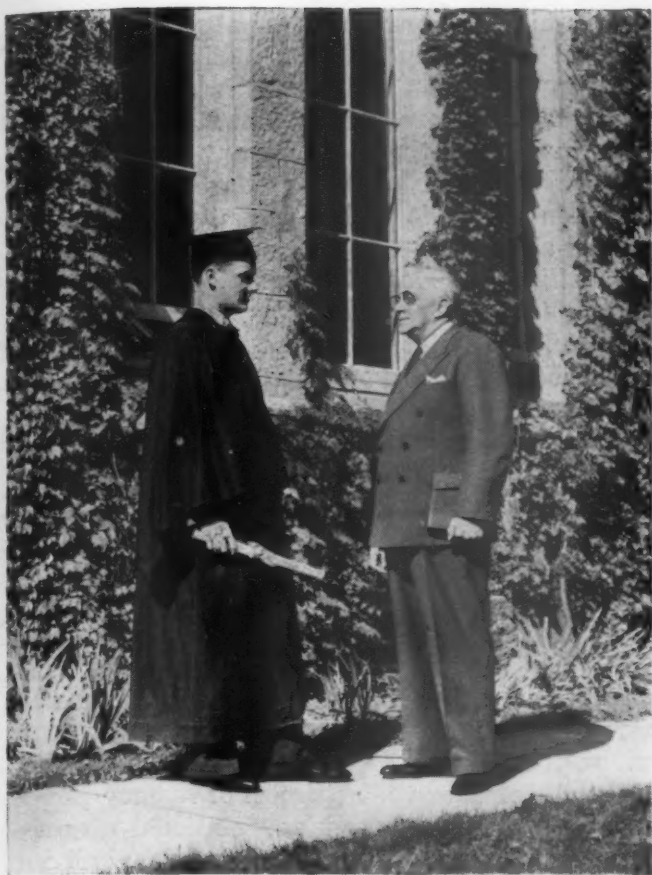
conferences were brought together and classified.

This article represents some of the viewpoints on education for citizenship which were most frequently expressed by the conference members other than the active members of the teaching profession. And here they are:

*First of all, you parents want the schools to give your children faith in American democracy.* You want students to learn what a democratic society offers that a totalitarian government can never even promise. One speaker said, "If we are to depend upon our youth, as we surely must, to preserve those things we cherish, we must implant in the minds of youth ideals that will endure." You believe that the schools must give adequate recognition to the great achievements of American democracy. You believe that the ideal of democracy is a noble one which can inspire loyal devotion in young people. You also believe that faith in American democracy must be built upon a knowledge of the truth about our society and not on a blind belief in a perfection that will admit of no criticism.

Our conferences indicate that the American public generally does not take much stock in the wild charges of "subversive" teaching that have been leveled recently at American schools. Most well informed people are not worried about these





© H. Armstrong Roberts

matters. Many citizens, indeed, resent these accusations and at our conferences went out of their way to state that they feel a high degree of confidence in the loyalty and fairness of the teaching staff. I quote one speaker, representative of many: "There has been much criticism about the textbooks used in our schools. Up and down the land, critics have charged that many social science textbooks are subversive. I do not believe it. All I ask of our textbook writers and teachers is that they give our youth a fair picture of the American way of life, emphasizing its virtues as well as its faults."

*Second, you think that your schools should give young people practice in discussing controversial questions.* Most of the speakers representing the lay public at our conferences feel that young people need to learn how to consider and discuss debatable questions. One woman said, "I should like from the very first to have controversial subjects discussed. I should like to have more debates on such matters as state ownership, race relations, and the like—matters that are part of the problems of our citizenship and that most of us know too little about."

Interesting in this connection are the results of a poll conducted by the American Institute of Public Opinion (the Gallup Poll) for the American

**THIS IS** the last article in the third series built around the findings of the Educational Policies Commission. Beginning in the September 1941 issue, the *National Parent-Teacher* will present a new series of articles based upon *The Education of Free Men In American Democracy*. This volume was first outlined and planned by the Commission in 1938. It has been broadened, developed, and revised in repeated discussions since that time. About it the Commission says: "The events of every passing day have underlined the critical and urgent importance of the contribution which education alone can make to the defense and achievement of human freedom."

Youth Commission in the spring of 1940. Two questions bearing on the teaching of controversial matters were asked. The first question was: "Among the general public there are usually differences of opinion on such questions as labor unions, war, and government policy. Do you think that teachers ought to discuss such questions in high school?" The answers were about 3 to 1 in favor of such discussion. The second inquiry asked: "If questions about which there are differences of opinion are discussed in high school, do you think most teachers give only their own ideas, or do you think they are reasonably fair to all sides?" Among those who expressed an opinion on this question, nearly twice as many credited the teachers with fairness as thought that teachers would give only their own ideas. It appears that parents and other citizens have confidence in their schools and teachers and believe in helping youth to understand the difficult social problems of present-day America.

*Third, you think that a sound knowledge of the social sciences is indispensable for understanding and serving American democracy.* You think that young people should become familiar with the social and economic structure of the nation so that they may be able to attack current problems intelligently. You want American history taught so that it will explain the development of our fundamental institutions and protect youth against propaganda and misinformation. You want young people to hear told and retold the vital story of the dramatic struggle to win and maintain our civil liberties.

"Let us build some romance into the principles of democracy. Let us bring to life the Bill of Rights," was the plea of one earnest speaker. "If young people know what our civil liberties stand for, if they understand how our institutions grew

and what they are today, they can't be fooled by false labels of 'un-American' and 'subversive.' They won't be tricked and cheated into surrendering democracy in the name of defending it."

You do not want education for citizenship to degenerate into thoughtless patriotic ritual. You do not want mere emotionalism to take the place of intelligent devotion. At one meeting we heard the warning, "I want to ask a question. Isn't it possible that we can overdo patriotic ritual in our program of civic education? We must guard against destroying the value of our attempts to teach democracy effectively by too frequent and meaningless repetition."

*In the fourth place, you seem to think that the schools ought to give young people more training than they do through direct experience with local government.* You recognize that students' participation in the government of their school and in other student activities is an excellent means of developing responsible citizens who have some skill in behaving themselves democratically. So you want the schools to prepare youth for actual participation in community affairs; first, by experience within the school, and second, by study at first hand of important local governmental agencies and governmental problems.

In this connection citizens often express the view that students ought to learn to acclaim public service as an honor and a duty. One speaker urged that the school set up special training courses for public service. Another said, "We must change the attitude of the general public toward people in public office. Today people think of those in office without respect and our best citizens let government go by default."

At one conference one of the speakers became even more specific with regard to the training that ought to be provided for prospective civic leaders: "For more advanced students I would offer a living course in civic life. It would be an honor to be allowed to enter it. I would make it a course in the fundamentals of good government, starting with city government. The students should attend every meeting of the city council for a year, review what they see and criticize it. They should come to understand the responsibility placed upon elected officials and the distinction between policy making and administration. The next year the students should study the county, and the next, the state. We should do the same in citizenship education as we do in vocational education, integrate the program with the community. If we can train the best boys and girls to understand local government thoroughly, they will serve there later, and some of them in time will become our leaders for national and international affairs."

You think that teachers should furnish examples of good citizenship and leadership to their students by taking an active part in community affairs. You deplore the tendency of teachers to withdraw within their own narrow circles and the tendency of other citizens to forbid teachers to carry on the civic and community activities of normal adult life.

*Finally, and most important, you want the schools to make children aware of the civic responsibilities which they must assume.* You want the schools to help you to develop in youth the qualities of good citizenship which are also the marks of good character. You want the schools to teach your children to have the sense of personal worth and dignity which is the basis of respect for the rights of others. You want the schools to treat each student as an individual. You want them to make your children sympathetic toward the problems of others. You want them to develop attitudes of religious and racial tolerance. One of you said, "I hope with all my heart, if we give our children nothing else, we will develop within them a social conscience so keen that they will consider the existence of hungry people in a land of great surpluses a national disgrace and a blot on our intelligence, that they will not be satisfied with heroic phrases and parades but will quickly go about correcting unsatisfactory situations."

TO SUM up, then, you, the American people and parents, alert to the demands which the democratic way of life puts upon all of us, believe that your schools should give youth faith in American democracy, practice in dealing with controversial matters, a background of understanding in the social sciences which will enable them to approach the problems of our nation with tolerance and intelligence, first-hand experience with self-government, and sturdy, humane character.

Many of the things which you have suggested the schools have already begun. They are not being done as well as you would like, nor as well as the teaching profession would like. If some of these things are not done as well as they should be done in your school, perhaps it is because you, the parents, have not always been alert to your responsibilities. Perhaps you have not always made your wishes felt in connection with the selection of members of the school board, for instance, or in connection with the determination of school budgets. The schools are institutions of public service. In the long run they can be no better than the idealism of the American people. They can furnish leadership in teaching the ways of democracy only if you sustain them with your intelligent sympathy and active interest.



# Afterglow

ROBERT P.  
TRISTRAM COFFIN



Lucy had on a silk dress that rippled like water when she walked, and she had two hair ribbons on her curls which looked for all the world like two big blue butterflies. Her nose tipped up the way Peter liked to see a nose tip up. Peter and Lucy had the whole summer before them, now that school was let out. And they were on their way to see a battleship launched for the United States Navy!

They were bound for the seaport Bath, and it was surely clouds they were riding on. For Peter never felt a wheel beneath them.

Peter had read up on battleships. He was well posted. He could tell anything about them Lucy might want to know. This one, the *Georgia*, was the largest one ever built for the navy.

Peter's father sang most of the way. Peter was afraid at first that Lucy might not like to hear his father singing as much as he did. But Lucy liked it just as much. She joined in on the choruses along with Peter. They spread *Hold the Fort* and *Gates Ajar* up and down the hills that were all whitened with the June daisies.

Peter's father had one habit he never would outgrow even if he lived to be a thousand. He loved good drinking water so that he could never pass a well or a spring without getting out and sampling it. Battleships being launched made no difference to him. He stopped at every spring he knew was good. Peter was fearful of being late. But his father said they had tides of time to spare.

IT WAS on Witch Hill the terrible thing happened. There was the finest boiling-spring there in the whole county. Peter's father got out to drink from it, and he made Peter and Lucy get out and drink with him. No knowing when they would have a chance to drink again, in the city and the crowds. So they all got down from the wagon.

The spring was lovely. It was deep and cool. It

THE express wagon was not going on wheels. It was rolling along on something like the fluffy white June clouds overhead.

For Peter Winship was riding with the two people who meant most to him in the world. His father was on one side, and Lucy Corey was on the other.

And there were other things that made this day the brightest and best of his whole ten years. There was an army-sized lunch-basket under the seat, and Peter's favorite lemon pie was in it. Peter had his best serge breeches on, his new shoes, and a peppermint-striped blouse his mother had been putting ruffles on at the cuffs and collar for the last two weeks. He also had a silver dollar as big as a cartwheel in his pocket to spend on Lucy. His father had slipped it into his hand when they started off that morning. He said a dollar did not go far when a woman was around, and his eyes twinkled.



bulged up in the middle like the crystal on a watch. Down at the bottom, among rainbows, you could see the golden sand grains dancing as the water spurted up out of the earth. Peter's father let Lucy drink first, then Peter. He drank last. He wouldn't use the dipper. He said he would drink natural. He got down on his hands and dipped his mouth right in the spring.

He was on his hands and knees when it happened. Peter shouted and took up the road. Lucy ran up the road, too. Peter's father jumped to his feet and ran after them. But it was too late.

Dan, their horse, had decided he would go and see the battleship launching and the city's sights all by himself. So he had started off with the wagon towards Bath. He heard his family shouting behind him. He quickened up and began to trot. The family running after him saw him disappear into a cloud of dust.

There they were.

It was five miles to go. The road was not a main one. There were no carriages on it. No chance for getting a lift. It was eleven o'clock. And the launching was at noon.

They did their level best. They started off fast as they could foot it. Mr. Winship, then Peter, then Lucy. They went along at a good speed. Peter kept his chin up. But his heart was down in the soles of his new shoes—which hurt him every step he took. He knew they would never make it.

THEY WERE coming into the city when they heard the guns go. All the church bells began to ring. Out on the Kennebec River a dozen steamers began to toot and kept it up. There were people cheering and cheering in the distance.

It was done.

The streets the three of them hurried along were empty. Then the streets were full of people, coming back. When the three came out on Fish-House Hill, where they could see the river, the *Georgia* was half the world away, out on the wide Kennebec and fluttering all over with pennants. She would never be on land again. She was gone.

Peter had missed the only chance he would ever have to show off what he knew about battleships to Lucy Corey. Maybe he had lost the last chance to show off anything he knew to her. Maybe she would never have anything more to do with him again, now he had disappointed her so. He had promised to show her a ship being launched. He had not kept his word. Her hair ribbons had been wasted.

It was Lucy that Peter thought of most. Not himself. Maybe he would get over missing the launching of the battleship *Georgia*. Years from now he might even smile over missing it. But maybe not Lucy. Maybe there would be no Lucy

there to smile with him in those years to come.

Peter's father said he was sorry. It was all his fault, he said. He took the blame.

But that would not help with Lucy.

Mr. Winship had an idea where he would find his horse. He would be at the warehouse where Mr. Winship bought the family flour by the barrel.

"See here, Peter," he said. "No sense you two children missing all the excitement. You take Lucy down to the shipyard and show her the sights. Buy her some popcorn and give her a good time. You two amuse yourselves. I'll come down for you there. Show her the sights, Peter."

And off he went.

Show Lucy the sights!—Show her the empty nest where the greatest American battleship had been hatched. That was all there was left to show Lucy! Peter welled over with bitterness. But he minded what he was told. He walked along with the girl. He did not say anything.

THERE WERE hundreds of people still by the ways. Workmen were shoveling up the grease from the timbers. Peter went close to the edge of the dock and watched them. He felt as limp as that grease. Lucy stood close to Peter so she wouldn't get lost in the crowd. Her shoulder touched Peter. It was something left to the day to feel her touch him. They looked out at the river. It was crowded with boats filled with laughing people, men in wide straw hats with striped bands on them, women with sleeves puffed up to their ears. They were all having a good time.

The crowd on shore was thinning out. Peter and Lucy were almost by themselves. They wandered over to another wharf. They stood by a run-way there. They were still quiet. The two of them were looking very woebegone.

A smart little boat came bobbing right up to the pilings beside them. There were a dozen blue sailors in it, and a man all white and with gold stripes on him was standing up in the stern. All at once he sang out to Peter:

"What's the matter there, Son?—Have you lost your father?"

The man smiled broadly under his visor with golden cords on it.

Peter was amazed. He heard himself speaking up as clear as a bell.

"No. I've lost the battleship *Georgia*."

"What do you mean, lost the battleship *Georgia*?"

"Our horse ran away, and we missed the launching."

"Well, bless my soul!—Maybe it isn't too late to catch that battleship. Maybe you might catch the *Georgia* yet. Suppose you and your Missus step

right down into this boat, and we'll see what we can do."

Peter hardly knew what he was doing. He put his hand under Lucy's elbow and handed her right down to the man in white. He could hardly tell why, but he was glowing all through because the man had called Lucy "Missus." Peter jumped after Lucy light as a cat.

They put off into the stream and headed straight for the *Georgia*. The battleship got bigger and bigger. The children's eyes got bigger and bigger, too. The white and shining ship loomed over them at last, tall as the barn back home. The boat went right up to a set of stairs coming down from the white and wonderful ship's deck.

The white man helped Lucy up the stairs. Peter followed.

THE REST was the cave of Aladdin and the treasure-trove of the Forty Thieves all mixed in together. Their white friend began at the stern of the ship and took them to the bow. They walked under the snouts of guns that could fire at ships so far away that they weren't there at all but down behind the ocean. They went into turrets. They even climbed up into one of the fighting-tops. The man let Peter work the eyepiece in the range-finder there to show Lucy how you got a bead on a ship by bringing the upside-down ship and the rightside-up ship together so that their mainmasts made one straight line. Peter used a schooner across the way to show Lucy. "Splendid!" shouted the man.

They walked through a dream. But in the midst of the dream Peter thawed out and opened up. When the man in white did not get in ahead of him, Peter told Lucy what every line and tackle and hoist and winch and hatchway was for. The man did not often get in ahead of Peter.

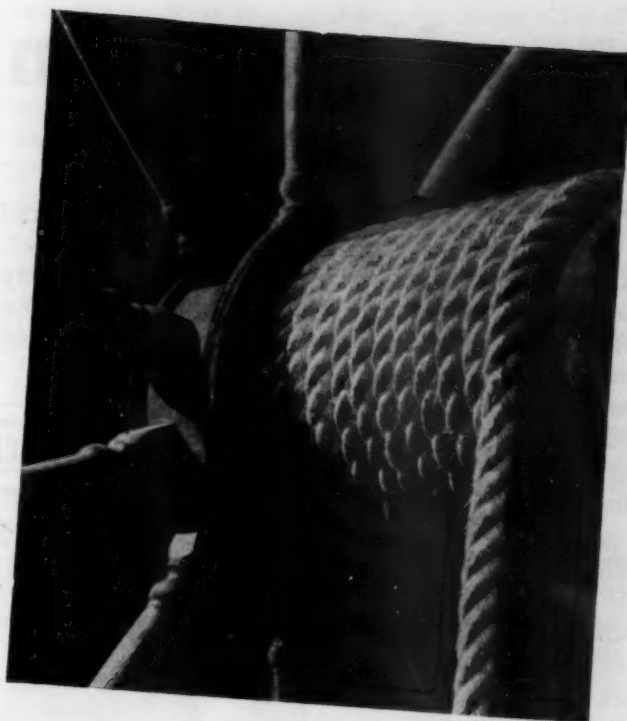
"I see that your man, young lady," said the white man to Lucy, "is going on to become an admiral!"

"Yes," said the girl, "I think Peter is."

And the man in white did not smile any more after he heard Lucy say that.

It went on for an hour. The man took them down into the wonders below decks. He showed them the powder magazines, and Peter told Lucy how the sailors mixed the powder in their stocking feet and with wooden shovels so as not to set the powder off by making sparks and blow the whole ship to kingdom come. The man showed the children the shining steel-and-brass monsters that were the engines. Peter told how they worked. The man showed them the hammocks where the sailors slept. He showed them the officers' quarters. He showed them enough to last them a lifetime.

It had to come to an end at last. The man in



© Ewing Galloway

white took them to the stairs to say goodbye. He told the sailors to take good care of his visitors. He shook hands with Lucy. He shook hands with Peter. He gave Peter a card. Then he stepped back and saluted. Peter saluted back.

In the boat, going back, Peter looked at the card the man had given him. He waited till the sailors weren't looking. The card said *Commander Richard Hughes, U. S. Battleship Georgia*. Peter knew he would never have his head so high up in the air again in his life.

THEY FOUND Peter's father and Dan waiting for them at the dock. Peter's father shone deep at his eyes when he heard what had happened to the children.

They went and had lunch, sitting right in the wagon where they could see all the boats going up and down on the river. The lemon pie fitted right in with the white battleship out on the Kennebec. It was like a benediction.

They rode home through the haze of a perfect June sunset. After the sun had gone, the whole earth lighted up brighter than ever. A golden afterglow spread out around them. Peter's father, and the horse, Lucy, all the trees and all the houses by the way turned into pure gold.

And Peter knew for sure that evening that Lucy and he would go on together side by side through all the proud years that lay ahead of him. There would be battleships and babies and wars and disappointments and things to make his heart jump for joy. And Lucy would always be with him in the midst of them all.



# No Time on Their Hands

COUNTING out the hours spent in sleep and meals, the average school child has left somewhat more than twelve hours a day during the summer to fill with occupations of one sort or another. Granted that children need a great deal of time in which to do exactly as they see fit at the moment, are many of these precious summer hours going to be frittered away in random activities, or will they contribute to the children's lives, enriching their personalities, widening their interests, and sending them back to school in the fall with a feeling of having lived their vacation gloriously?

Of course, children need above all to feel free and untrammelled. Their growth needs make it imperative that they shall not be burdened with exacting schedules all the year round. But, on the other hand, summer can seem very, very long, and children can fall into the habits of Walter de la Mare's Tired Tim, who lagged disconsolately

"the long bright morning through,  
Ever so tired of nothing to do."

Many parents may feel that shorter and more frequent vacations would prove more satisfactory. Until such vacations are established, however, we are up against the fact that for almost three months of the year our children are at home.

No wonder so many children give voice to the plaint, "There's nothing to do!" for of the thirty million or so of children in this country, only five million have playgrounds where their needs are taken into consideration and planned for. Of all the rest, how many have yards in which to play, equipment to use, and neighbors who sympathize in their desire for action and noise?

While few mothers would want to try to follow any set plan for the summer—and fewer children would do anything but rebel if such a plan were set up—some thoughtful consideration of how to

MARION L. FAEGRE

get the most enriching experiences out of the vacation period may not be amiss.

What about all the things that have to be put off during the school year for lack of time? There are always places to go and things to see in or near any community.

A long-postponed trip to an art gallery, a fish hatchery, or a flour or paper mill may also be an occasion for a picnic in the park if the trip is too long to be conveniently made in a morning or an afternoon. Young children find in a trip to a roundhouse, a fire station, or a bakery things to imitate in their play for weeks afterward. Even a ride on a street car or a bus is quite an adventure to modern youngsters, who are so used to riding in

automobiles that the more old-fashioned transportation offers excitement. Taking a train trip to a town only a few miles distant offers much in the way of novelty; to many boys and girls it is a brand new experience. The landscape, familiar though it may be, looks so different from the windows of a train that it takes little imagination to feel that one is going on a real journey, even if the destination is only ten miles away. It is a good idea to let the children do the planning, buy the tickets, and take care of whatever arrangements have to be made, so that the adventure will give them some really worth-while experience.

Sometimes it is a good idea to have a fixed point around which to group the day's activities. Perhaps it will be desirable in some cases to continue with music lessons, or to start lessons if there has not been time for them during the year. Another valuable thing, especially advantageous to older children, is a course in typing. The need of being able to use a typewriter is becoming so universal that any youngster who acquires this



© H. Armstrong Roberts



skill will find himself very thankful later on. Even without instruction a boy or a girl can do fairly well. By pasting stickers over the typewriter keys and acquiring a set of cardboards that indicate the proper fingering, one is given a good send-off toward the learning of the touch system. Renting a typewriter for a few months costs very little.

**P**RESENT-DAY parents are often criticized for not letting their children have enough experiences "on their own." Because mothers do not have as many children as they used to, it is doubtless true that those they do have are more closely supervised and have less opportunity along some lines for building up self-reliance. Given a little thought, the summer months may yield many fruitful experiences. When the idea is presented in an attractive way, many a girl enjoys having some definite part in managing the house or developing special household skills. Naturally, a girl is not much interested in making cakes if her mother stands over her giving constant suggestions, making criticisms, and taking away all sense of the project as the girl's very own. Getting a simple meal, enameling the shelves of the kitchen cupboard in a gay color, making new covers for the porch cushions—these things can be fun when children are allowed to do them independently.

Getting away from home by means of overnight hikes or bicycle trips is an experience every boy covets. Why turn thumbs down on such an outing merely because of the discomforts involved? What if the boys do battle half the night with mosquitoes, or find their tent poorly pitched to withstand the rivulets of sudden rain that soak their bed-rolls? What would be the fun of exploring and adventure that lacked hardship? What would they have to talk about afterward if they did not run into all kinds of mishaps? Bacon tastes twice as good to a boy when it is eaten out of doors and has come within an ace of being burnt to a crisp.

It may be a little late in the season to talk about camps, for most camps have their lists pretty well filled by this time of year. However, the experience of an American child of today lacks something of outstanding value if he has never had a chance to

spend a week or two, or a month, living with children of his own age in the simple, one-for-all atmosphere of a well-run camp. If the camp is properly chosen there is probably no other medium through which a child learns as much in as short a time. He learns how to get along without his father and mother; he experiences the exhilarating thrill of being on his own, yet he is responsible to a group; he learns to adapt himself to others' wishes under a minimum of guidance, and he learns to take it on the chin when he's "kidded" and made the butt of uncomfortable jokes.

**F**OR THE stay-at-home child who for one reason or another must depend on things that do not call upon him to make great physical exertion, there are any number of interesting "quiet" hobbies. A good book about the stars, interpreted by a mother or a father understanding enough to realize that to see the stars one must stay up at night, though extra rest must be taken by day, opens up to a child worlds beyond his own. Making puzzles with a jigsaw or cutting wooden jigsaw animals and coloring them realistically may mean the de-

velopment of enough skill so that the child will have a market for his wares next Christmas. Three little girls that I know have been making tricky little lapel ornaments which would be a credit to much older persons and which have brought them in a bit of pocket money, in addition to much admiration.

Older girls can sometimes add to their usefulness and competence by organizing a baby-tending society and having some one always available to help out young mothers. Older children, we should remember, like to feel they are becoming independent of having to ask for every cent they want to spend.

In cities where there is a large-scale playground program the many projects developed, such as pageants and parades, engross children for weeks on end. Even when leadership and playgrounds are not provided, neighborhood groups may be encouraged to put on plays and circuses. Not only are such things grand fun, but they give valuable experience in working together and often stimulate the flowering of talent for leadership that may not have had quite the right soil in which to



© H. Armstrong Roberts

expand at school. Ingenuity and imagination are worked overtime as attics are searched for properties; the sewing machine gets a whirl while costumes are being whipped into shape, and the printing set is brought out of its lair for painstaking use in the manufacture of tickets.

Creative arts, such as modeling, painting, woodcraft, and boat-building, can be indulged in to one's heart's content only when there is no feverish feeling of being hurried, when there is plenty of

"time to turn at Beauty's glance,  
And watch her feet, how they can dance."

Clay, show-card colors, brushes, tools, and material to use them on must be provided, of course, together with a place to work. It will be a popular place! In one community parents, led on by their children, became interested in trying their hands at weaving, pewter work, and landscape painting, and such a wealth of good things resulted that the exhibit, held in a vacant store at the end of the summer, drew friends from as far as fifty miles away. Putting one's heart and soul into the fabrication of something really self-expressive has a tension-relieving effect as beneficial as summer sunlight.

Releasing one's imagination by means of books

is one of the things vacation leisure makes possible. Now is the time for vicarious, as well as real adventure. How about following Stefansson into the Arctic, Shelley into the clouds, or William Beebe into the depths of the ocean? Why not roam roads into the past with John Buchan or Captain Marryat? Or, if you're a little girl, get better acquainted with such other little girls as those Ruth Sawyer, Caroline Snedecker, Sara Orne Jewett, and Carol Brink write about so charmingly. How quickly the hours pass! Days just are not long enough for the child who has been introduced to the fascination of good books.

Many children take advantage of the summer reading courses offered by public libraries and display with pride, when they go back to school, the badges that show they have persevered in what they set out to do. Mothers whose children can't trot off to the library whenever they feel like it would do well to make use of the fact that many of the best books in the world, both old and new, are now being published to sell at fifty and seventy-five cents. How could one more profitably invest five dollars than in such literature! Who knows what sparks of ambition and creative endeavor may be fanned into flame this summer by the provocatively chosen books with which our children may become acquainted?

---

## Library Programs for Children

ONE OF the most obvious sources for children's radio programs is the library, through the activities of the children's librarians. A tie-up between radio, school and library in many cities is functioning effectively. Many librarians are taking courses in radio to fit themselves for more adequate participation. On most radio "schools of the air" local librarians are contributing entire series on books, either in story or dramatized form. In fact, the American Library Association is so interested in the opportunities that radio presents that several committees have been formed to explore its possibilities and coordinate present activities.

Librarians are cooperating with other organizations, such as the Junior Leagues, the Parent-Teacher groups and others in many cities developing children's programs.

Librarians are utilizing radio to stimulate reading in home, school and library. A few methods of correlation are listed as follows: Librarians have found it helpful to maintain a special book-shelf in the children's section where they may find books containing broadcast stories and allied subjects. In several cities librarians have cooperated with the school teachers by encouraging that book reviews be done in the summer. The child has time to read carefully and prepare a good report, which is turned in to the librarian, who passes it along to the proper teacher in September. Children who do this summer work are given special credit.

—From *Broadcasting to The Youth of America*  
(A Report) BY DOROTHY LEWIS





© H. Armstrong Roberts

# Consumers and National *Defense*

JOAN AND HENRY HARAP

**N**OW MORE than ever, the parents of America must be wise guardians of homes where families may gather for their daily bread, from which they may go forth ready for the day's work, clothed both in body and spirit, and to which they may return for relaxation and security when their energies are spent. Even in the best of times many of our families lived below what should be regarded as the safety line for physical vigor. The present preoccupation of industry with military purposes simply makes the problem of producing for the consumer more acute. Shortages occur, prices rise, quality deteriorates, housing becomes inadequate, taxation lays its burden on all. How can the ordinary citizen meet his responsibility to maintain his standard of living in the face of these difficulties?

## Decline in Income

**W**HETHER consumers realize it or not, their real income—that is, the amount their wages and



© H. Armstrong Roberts

**I**N THE first line of the nation's defense stand the men and women who provide food, clothing, and shelter for the nation's families. Their assignment is not an exciting one, and little audible applause is registered for them. But who will say that their task is easy? No one, surely, who during the years of depression has tried to reduce expenses without reducing health and happiness, to cut off nonessentials without sacrificing essentials. How can this problem be met? The practical pointers in this article help indicate the path.

salaries will buy—within the next few years will decline. This is particularly true of those who work for fixed wages or salaries.

It is doubtful whether the few who anticipate a rise in their real income are making any actual plans to adjust their levels of living accordingly. Yet it is possible for a family to plan its expenditures in such a way as to reduce the inconvenience and the difficulties to a minimum. *First*, it will be well to anticipate the purchase of those articles the prices of which will rise by reason of extensive use for military purposes. *Second*, it is possible to substitute serviceable inexpensive goods for those which the family is accustomed to buying when usual standards are maintained. *Third*, it is possible to decide what the nonessentials are and to plan not to buy them.

## Prices

**S**OME MANUFACTURERS whose costs of labor and materials have advanced will choose to hold their markets by reducing the quality of the



products they sell. They will not raise prices. They will use cheaper materials, or they will sell less for the usual price. Therefore, during the months and perhaps years of abnormal conditions immediately ahead of us, the consumer will have to be more careful than ever in checking on the raw materials, the appearance, the workmanship, and the serviceability of the goods he buys.

For protection against unjustifiable price rises the consumer may expect much help from the Office of Price Administration and Civilian Supply. Recently this Office set a maximum price for various grades of combed cotton yarn which were below the speculative market prices at the time. This, undoubtedly, should help to keep the price of cotton fabrics and garments stable at a reasonable level. It seems to be the primary objective of the Consumer Division in the defense machinery to prevent unnecessary increase in prices by demonstrating how the production and the availability of an adequate supply of goods can be maintained.

Consumers as a group should keep abreast of the developments in the Office of Price Administration and Civilian Supply. They should be well represented in local defense councils and, through these agencies, they should communicate their problems to headquarters in Washington. They should cooperate in every way with Federal agencies which represent the consumer.

### Food

THE DEPRESSION gave us a picture of what happens to food habits during a period of reduced income. It wiped out much of the improvement in the habits of consumption that was made during the preceding decade. Fresh vegetables, fruits, and dairy products began to drop out of the diet. The consumption of cereals increased at the expense of foods that were rich in mineral salts and vitamins. The foods that were rich in essential nourishment were given up first because they were relatively more expensive. The diet was impaired at the very point where it affects the physical vigor of the people.

During the present emergency it will become especially necessary for every family to secure the largest food value for every penny spent. Vitamins and mineral salts are not the concern of doctors and druggists and nutrition experts alone; they feature as a practical consideration for every person in the land. Each meal should be planned with regard to economy, nutritive values, and palatability. During the last war we were told to conserve food; now it becomes our obligation to conserve food values.

The millers and bakers of the nation are now

prepared to distribute "enriched" flour and bread with the endorsement of reputable nutritionists. In England at present it is a criminal offense for bakers to put on the market products which lack these elements. In our country a set of simple, readily understandable nutrition standards has already been broadcast to the public, and Federal agencies are engaged in making further information and advice available. Consumers should keep their eyes and ears open to all such sources of help. *Consumer Time*, a radio broadcast from the Agricultural Adjustment Administration on Saturday mornings, offers much that is of value to a consumer audience.

### Housing

IN MANY localities we shall have to provide homes for a huge influx of workers in recently created defense industries. Here consumers have a two-fold responsibility: first, to provide comfortable homes for new residents; and second, to prevent an unwarranted rapid increase in rent on old homes. The public should know that the Consumer Division in the Office of Price Administration and Civilian Supply has prepared suggested legislation setting up local authorities for the control of rents where there is an emergency.

If in the days to come we plan our expenditures, know our goods, and give our constant cooperation and support to all of the agencies which are devoting themselves to the consumer good, we shall not only be playing our part for American defense but also building for a better future.



© H. Armstrong Roberts

# Projects and Purposes

BY NATIONAL CHAIRMEN

**I**T MUST seem to parents and teachers that the Committee on International Relations is harping continually on one string, but, if so, it is because we wish to emphasize the importance of friendliness to persons of other nationalities, wherever they are found.

It is an old story how the friendliness and help offered by citizens of this country many years ago to Charlie Soong, a young Chinese student, have had undreamed-of consequences. The influence of this one man's experience has been felt by the whole nation of China through his daughter and her husband, Generalissimo Chiang Kai-shek.

Friendly effort is not limited to any one group. Representatives of the churches, in their unselfish service, pave the way for better understanding between different races. Men's groups, such as Rotary International, which met in Havana just before the important Havana Conference of 1940, by uniting their members in fellowship and in a program of common aims, play no small part in opening the way for mutual understanding and collaboration.

The solidarity of the Western hemisphere will be put on a permanent basis by an unchanging attitude of friendliness. John Temple Graves II wrote recently, "Our sea—the broad Gulf of Mexico, is no longer at the shank end of a continent. It is the heart of a hemisphere." Each of the other American republics has its own culture, history and traditions, but there is an appalling lack of information about them among the people of the United States. One project which immediately suggests itself in relation to this ignorance on our part of our neighbors' lives is a program of popular education fostered by the local community.

Different groups or different members of the same group might draw lots for the right to be a so-called "ambassador" to one of the other American countries. After sufficient time had elapsed for locating material and items of interest, one or more programs could be based on the findings. This could be built up through the school year to culminate in an excellent

presentation for a Pan-American Day program.

Other groups might extend the hospitality of their homes to exchange students and visitors from the other Americas. It would be well to correct the erroneous impressions some of them have gained from motion pictures, especially impressions concerning the typical family of the United States. There is also need for continued emphasis on the teaching of Spanish and Portuguese.

KATRINA O. McDONALD  
*International Relations*

**A**T THIS time of stress and turmoil we, as citizens, must be prepared to face any emergency. What, then, is the best procedure for an individual who is conscious of the gravity of the situation to pursue?

There may be a definite defense task for each man and each woman later on. Now our task is to prepare ourselves and our children, physically, morally, and spiritually, for any event. The ways of doing this are open and clear.

Strength and vitality are essential in a conflict of any kind, mental or physical. Strength and vitality come as a result of planned living. Much of our energy should be directed toward attaining these physical objectives. Sleep, rest, diet and dietary habits, vitamins—all should be studied for the individual person and a program worked out for each member of the family, so that if we have to call out a tremendous amount of strength and vitality, they will be present to be drawn upon.

Courage and patience may be needed to a degree of which our present life can give us no conception. A woman said the other day "We Americans don't have the courage and patience to stand what

the English are taking." If we do not have these qualities, we need now to begin to develop them. We can be slower to quit in small things, slower to judge, less quick to criticize; we can pay less attention to small deterrents. We can insist that our children finish the tasks or projects they start and that they begin to accept more responsibility for their own decisions. And we

**C**HALLENGED by the current crisis, the Executive Committee of the National Congress recently adopted a statement on the role of the parent-teacher association in the nation's program of total defense. National chairmen here amplify this statement by relating the specific services of their committees to the problems which compel our immediate attention.



can all exercise a sense of humor more frequently. It will help to keep us unafraid of the future.

Furthermore, we need a faith, a philosophy, to hold us steady in our thinking. Spiritual defense is absolutely necessary for both adults and children. The majority of churches are preparing their people for any crisis, at the same time holding before them the age-old values of love, truth, honesty, and the spiritual way of life.

If we are faithful in developing these factors, we, as individuals, are assuredly participating in the defense program.

KATE P. MABREY  
*Citizenship*

**T**HE NATIONAL theme song is defense, and in no phase of American life is this more apparent than in radio."

Broadcasts from our training camps and from America's vast war-implement-production factories; weekly programs in cooperation with Army, Navy, and Air corps authorities; governmental issues discussed by prominent leaders; health, consumer, and labor topics; music and drama for national defense; news of warring nations—all these command the attention of millions of listeners at home.

The radio industry is pledged by the requirement of the Communications Act to serve the "public interest, convenience, and necessity."

Radio's task in our troubled world today is the building and strengthening of national morale. Its potentialities are great but will not be fully realized unless there is an insistent demand by all of us who would preserve the democratic way of life that free discussion of public issues be maintained. There must also be a demand that a system of universal education and the dissemination of unbiased views tending toward an honestly informed public opinion be permitted. Energetic programs must be planned to revitalize the faith of Americans in their own democratic ideals through a dissemination of the historical, literary, and cultural traditions of American democracy, which if properly utilized in the immediate future will help to evaluate current events.

We are told that eighty per cent of American families own radios and that these radios are turned on for an average of five hours per day.

The importance of the family in the defense program is being stressed on every hand. We realize its importance as a safeguard of democracy. Stability and solidarity of the family, ob-

tained through united intelligence and understanding, is the central ideal to be emphasized in building national morale. It is such stability and solidarity which will withstand the impact of national and international crises which may threaten our democracy.

MILDRED L. CAVANAUGH  
*Radio*

**T**HE IMPORTANCE of spiritual values in a program of total defense cannot be overestimated, for every conception of democracy has always included a belief in God. Unless we still have such a belief, we are preparing to defend something already lost.

By toil, sacrifice, and trust in God our ancestors built a new world, opened up new frontiers, and fought their victorious wars. Today there are no new frontiers. A changing world demands different methods, but it demands no less effort, no less sacrifice, no less faith.

Our country is calling its youth to train for national defense. But this is an "all out" effort, and every man, woman, and child must answer the call. The first line of defense is in the realm of the spirit and calls for a renewal of active faith. This is the greatest contribution which we, as individuals, can make toward the continuation of the way of life which we have loved and found good.

Our faith must be dynamic. It must be a belief in action, a belief that builds, for only so can it be stronger than the totalitarian belief which destroys. A strictly personal philosophy, although it may sustain the individual who says, "I do not need the church," will eventually close the house of worship. Then what will become of the future generation of children, added to the several million youths who even today receive no religious training? A living faith enables one to submerge self in the quest for a system which insures cooperation for the common good.

Military training in itself is character building, for it is training in efficiency, discipline, responsibility, and morality. But there must be a deeper purpose than that of learning the arts and mechanics of war. There must be devotion to a cause. There must exist love of our country and its institutions, love of its ideals of freedom, tolerance, and brotherhood. With the power of man and the machine must go the power of a living faith, the most effective weapon of all.

BESSIE R. WHITE  
*Character and Spiritual Education*

**N**OTHING that was worthy in the past departs, no truth or greatness realized by man ever dies, or can die; but is all still here, and, recognized or not, lives and works through endless changes. —THOMAS CARLYLE





© H. Armstrong Roberts

# When Children Come

DOROTHY W. BARUCH  
AND LEE EDWARD TRAVIS

**P**ARENTS are people. Just because a child calls them "mother" and "father" does not mean that they must be without fault to the child. The more Sonny and Susy realize that their parents are human, the easier it will be for Sonny and Susy to accept the human elements in themselves.

Poise and patience! These little words have been mightily overdone in the annals of "how-to-bring-up-your-children." Good parents are supposed to be completely calm and collected. Fortunately few parents can attain the picture. Unfortunately, too many strive to attain it and feel crushed and guilty when they stumble.

When parents hold in their feelings, children are apt to be confused. Their confusion does them far more harm than would a direct temper outburst or a few good, resounding words. When his parents exhibit feelings openly, at least a child has the security of knowing where he stands.

Madness well off the chest is far healthier than madness held in. The child knows what anger is. If he can see that his parents are able to tolerate anger in themselves, he will be better able to tolerate it in himself. He will feel himself less condemnable, less despicable. He will be able to say: "It's natural to be bothered sometimes." He will admit that the expression of feeling has a place in life. Of course, if his feelings are continuously too violent—then he had best seek help for himself. He needs then to discover why he has such violent reactions. His goal will be to let himself be natural without feeling wicked.

## *The Perpetual Problem of Discipline*

**A**S PARENTS realize that they are people, and as they realize that people can never be perfect, they will grow easier within themselves. They will be able to grant that they do not know everything. They will be able to say quite readily to their children, "I don't know." They will quite safely be able to admit, "I've made a mistake," or "I've changed my mind."

For the sake of discipline they often fear say-

ing such things. They have heard so much about "being consistent" that they become rigid. Acting *appropriately* is much more important than acting consistently. Mother wants Johnny to learn to undress himself. In her efforts to make him independent, she tries to be consistent in having him undress himself every night. He enjoys the process. Then, all of a sudden, one evening, he balks. What shall she do? If she is consistent, she insists that he undress himself. Johnny yells. He gets worked up. When he finally lands in bed, he is in a tense, nervous state. He lies awake tossing. If his mother had acted appropriately instead of consistently—had she helped him un-



© H. Armstrong Roberts

dress—Johnny would have gotten to bed without fuss and fuming. The next night he would not have come to the undressing situation with a lot of disagreeable emotional association. Surely, inconsistency would have been the better part of wisdom.

But, a mother may wonder, "How can I go back on my word and yet save face?" Her child has been sucking his thumb. Month in, month out, she has been trying to cure him. Thumbstalls, mits, bitter aloes, have all been punctuated with commands to stop. Then, all at once, mother discovers that such inquisitional treatment is the "wrong thing." How can she turn right-about if she has to remain infallible? But why should she remain infallible? It is no crime if she says, "I've changed my mind about this whole business of thumb-sucking, Billy. I find I've been doing very foolish things about it. I've got some new ideas."

## When He Won't Mind

WHEN A child won't mind, what do we do? We focus on how to cure his behavior. We judge whether or not our discipline has been good discipline by whether or not it has *worked*. A child lies. A parent disciplines him. He tells him that all liars eventually hang. Or that when people lie their bodies suddenly turn black. The child is cured. According to prevailing opinion, the end justifies the means. Whatever cures is termed good discipline. But is it really?

Any bit of behavior can be eliminated. But if the child, through his behavior, is gaining something which is important to him, then solely eliminating the behavior will serve no good end. Through the behavior which we try to discipline, the child is perhaps seeking to satisfy fundamental needs by round-about methods. He is perhaps punishing others for depriving him of satisfactions. He is perhaps turning the punishment inward on himself because he dare not punish those whom he would like to punish. He is perhaps doing what he is doing to escape meeting situations which are too hard. Depriving him of the behavior he has adopted, will always drive him into something worse.

The home gives the child his basic attitudes toward authority. If his parents rule autocratically the child is made readier for the autocratic rule in the larger arena of society.<sup>1</sup> A current commentator puts the point aptly. "No doubt about it," he says:

The Fuehrer-prinzip is to be found in many homes. And where it is found the children are shaped into beings who do not trust their own desires or respect the desires of others. They unload their burdens of decisions upon the Fuehrer—father (or mother) and later welcome the opportunity to leave all perplexing social obligations to the leader of the state.<sup>2</sup>

Ordinarily punishment is not a pretty thing. The parent deliberately starts out to hurt his child, even though he does not avow it. Where he does admit it, he defends himself by believing, "I have to hurt him to cure him," or, "It hurt me worse than it hurt him. . . ."

Hurting, however, never cures. The oppressed peoples of the world attest to this point. Although they take their punishment at the moment, they later revolt. Unless annihilation is complete, as soon as they become strong enough, they retaliate. Meanwhile resentment festers under cover.

<sup>1</sup>Max Horkheimer, Erich Fromm, et al, "Studien über Autorität und Familie." Institut für Sozial Forschung (Paris, Felix Alcan, 1936)

<sup>2</sup>Raymond Gram Swing, "The Home as a Democracy," *Child Study*, May, 1939.



When a child won't obey, a better idea is to help, not to hurt him. The question uppermost in mind is: *How can I get him to act differently from the way he is acting?*

Other questions should follow:

First: *Is he capable of doing what I am asking?* By capable we mean old enough, intelligent enough, emotionally mature enough. It is folly to ask a child to deliver the goods if he is unable to.

Second: *What is he getting out of what he is doing that I will be keeping him from getting by changing his actions?* Is he seeking perhaps response or recognition through some bizarre performance?

Third: *Does curtailment make him need all the more what he is seeking?* Perhaps he has taken the only path he sees at the moment for securing what he wants. Perhaps turning over the water pitcher is the only way he can see of getting his mother's focus.

Fourth: *Does curtailment make him want to punish the parent all the more by continuing misbehavior?* Perhaps the behavior in the beginning was a retaliatory act. Perhaps the child did what he did all unconsciously to punish his parents for the former frustrations and deprivations. Harsh punishment only intensifies hostility and a desire to be aggressive.

Fifth: *How can I see that any need which he lacks is supplied in some other manner?* Can I suggest that he come and tell when he wants to be loved instead of upsetting the water?

Checking on misbehavior involves checking on all of the child's needs. *Are the child's needs being met?* Does he have cause to punish us for not meeting them? Does he need to misdirect himself in order to punish himself in our place? Does he need to use the present behavior as a means of escape? It is wise to take into account the child's motive whenever we are able to spot it.

Many times we discipline a child for our own sake rather than for his. Why not? Only, let's be honest about it. There's no reason to be ashamed. If a mother wants Johnny to be quiet, she does not have to say, "Now, Johnny, it's your bedtime. You look tired tonight." She can just as well say honestly, "I'm tired. Your noise bothers me. If you would like to stay with me, we'll have to find something very quiet for you to do." Only when issues such as these are considered in relation to discipline, will we be safeguarding the child's mental health, and incidentally our own.

### Treat Them Alike

POPULAR notion is that we must treat our children alike. We must be fair. We must give them all the same opportunities. If one child has

music lessons the other should have music lessons too. If one child has a new dress the other should have a new suit. But is this right? The one child may be vastly interested in music. To the other, music may be a bore. The child who wants a new dress may just be in the stage where she wishes to intrigue a boy-friend. The boy who gets the new suit may at the moment crave old ones full of dirt. The idea is *not* to treat them alike, but to treat them according to their own individual needs.

Children's needs even within the same family are as different as day and night. We say, "Their environment is the same, so they ought to have



© H. Armstrong Roberts

similar ideas and needs." But the environment never is alike for two children. Take the Smith family. When Sarah, their eldest, is born, the Smiths are young and eager. They are thrilled over the baby's advent. Sarah comes into an environment consisting of father and mother, thrilled, very young, very eager. Then Bob is born. He comes two years later. Mother is a little tired. Father has been working hard. The first bloom is off their romance. They are acceptant of the fact that another baby is coming, but they are not thrilled by it. Bob, then, comes into an environment consisting of father, mother, and Sarah—father and mother not so young, not so eager, not so thrilled. And Sarah with a good chance of being jealous. Obviously the environment for these two children is not the same. Never in their lives is it exactly the same. Even around the breakfast table on any morning, the environment is different.



## Can Parents Disagree?

ANOTHER popular notion is that parents must always agree on discipline. Is this, however, essential? If we think about it, we will see that it is not such a simple matter. The important point is not whether to agree or disagree. The important point is: What does the disagreement stand for?

Where the parents are in hearty, fundamental accord with each other as persons, the disagreement can be simply an intellectual and theoretical point of conjecture. It can be a statement of differing views arising out of the parents having been disciplined differently themselves.

On the other hand, where parents lack basic harmony, the disagreement may involve the venting of spleen. It stands for animosity; not for an effort toward integrating ideas, or an expression of individual opinion. Whether the parents lash out at each other in front of their children or behind locked doors matters very little. The children will get the basic lack of harmony either way.

If basic harmony is present, it does no harm for father to criticize what mother has permitted. It does no harm for father and mother to argue a point out in front of Sarah.

After all, what does Sarah get? She gets the fact that grown-ups, even though they love each other, are nonetheless entitled to their individual opinions. She gets also a concept of the democratic mode of life. She sees that where different people and differing opinions enter, each has a right to freedom of speech. From the sally, Sarah gets constructive value.

## The Ounce of Prevention

PARENTS CAN, of course, save themselves and their children much trouble if they are able to effect the proverbial ounce of prevention. To serve as prevention, the ounce must be compounded when the child is very young. Into it will go several specific ingredients.

Affection aplenty—with physical closeness and lots of cuddling. Slow and gradual and gentle weaning. Opportunities for plenty of sucking—including a noncurtailment plan if thumb-sucking appears. Late toilet training. Safeguarding against demands which are too numerous or too difficult. Tolerance of expressions of hostility—with an eye to the fact that it is natural for children to be hostile in the face of all the thwartings they receive in the process of what we call "training." Acceptance of stubbornness and "no's" as being natural in the view of these same thwartings. Many accordings of response and recognition. All these items will help.

On the matter of according response and recognition comes one practical pointer. Many mothers have found that when more than a single child has appeared on the scene, sweet little brothers and sisters are apt to interfere with each other's response. . . . "I start goosing at Winny and along comes Roy. He starts to goos at me. I change Winny's damp undies and along comes Roy. 'Change me too,' he says—the big sissie, going on four. And Winny, even though she is only eighteen months old, when I start admiring Roy's painting, she starts pulling at my skirts." . . . This same mother and other mothers have been experimenting. They have found that ten or fifteen minutes a day assigned exclusively to each small child in the family works wonders. "I began by saying, 'You can have me all to yourself for a while every day.' I told Roy it was his *time-alone*, meaning time alone with me. And I made it *his* time. I got Winny settled in the other room with the door shut and with a couple of toys to keep her busy. Sometimes Roy wanted me to read to him in our time-alone. Sometimes he wanted me to sing or to cuddle him. Sometimes he wanted me just to sit and watch him while he played on the floor. But my focus on him—even for such short periods—surely did something for him. I guess it proved to him that I was still aware of him. Anyway, he stopped having to get me away from Winny at every other moment of the day."

When their children are around two, most parents find themselves yearning for counsel. They want to learn more about their children. They want to know: What is natural and normal for them to be expecting of their young hopefuls? Which of his problems are worth bothering about, which are best ignored? . . . These parents, if they are honest, will often, too, admit wanting to learn more about themselves. They want to know: How can we meet our own needs and cope with our own wants so that we won't impose the weight of our own problems onto our child? . . . They want counsel both as parents and as people. They want to steer themselves and their child with a minimum of confusion and a maximum of peace.

The modern nursery school may be their answer. It is the most promising agency in today's world for helping the normal parent with the normal child. Parents and children both go to school. This is what counts.

The three R's are a simple task compared with the real task of education. Helping children to read and write is easy. Helping children to reach the best adjustment possible to them as individuals is far more difficult. Yet, if democracy is to be preserved, it is an essential.

Reprinted by special permission from *Personal Problems of Everyday Life* by Travis and Baruch, just published by D. Appleton-Century Company.

THE WHITE HOUSE  
WASHINGTON

May 13, 1941

My dear Mrs. Kletzer:

It is with pleasure that I send this message to the representatives of millions of parents and teachers who are to assemble in Boston to review past achievements and to get inspiration and encouragement for further efforts in behalf of the children of the Nation.

The character of a community depends not only upon the effectiveness of the home and the guidance and care parents give their children at home, but also upon the quality of instruction and guidance the teachers give them in school.

The home and the school then bear a joint responsibility to their children to point the way for the development of high moral standards and social integrity both by precept and by example.

I urge you to impress upon all parents and all teachers that they find more effective means and devices for cooperating in this mutual task.

In the crisis of affairs of the Nation it is of the utmost importance that parents and teachers plan a definite program for the development of character in their boys and girls who will in a short time be men and women holding responsible positions and making far-reaching decisions for the Nation.

Very sincerely yours,

Mrs. William Kletzer,  
President,  
National Congress of Parents and Teachers,  
Hotel Statler,  
Boston, Massachusetts.

## A Message

from the  
President of  
the United  
States



RESPONSE

FROM THE

NATIONAL

CONGRESS OF

PARENTS AND TEACHERS

From old Faneuil Hall, historic shrine of American liberty and freedom, the delegates gathered in the forty-fifth Annual Convention of the National Congress of Parents and Teachers representing, as you pointed out, millions of parents and teachers, wish to express their profound appreciation of your message, with its recognition of our work and of our responsibility. In this hour of peril to our nation and to our democratic way of life we believe that we may be able to lighten your heavy burden by our heartfelt assurance that today, as never before, parents and teachers are keenly aware of the forces of evil which menace our cherished freedoms, and that they stand shoulder to shoulder ready to do all within their power to defend these freedoms.

On this historic ground, hallowed by the struggles of the founders of this nation, we, parents and teachers, dedicate ourselves anew to the ideas and ideals they promulgated to a startled world. We pledge our wholehearted efforts to prepare the generations intrusted to our care so that they will be equipped to discharge intelligently and faithfully the social and civic responsibilities involved in democratic living.

Mrs. William Kletzer,  
President, National Congress of  
Parents and Teachers

# Town Meeting

**FROM** historic Faneuil Hall the National Congress of Parents and Teachers on May 20 broadcast as part of its Convention program a New England Town Meeting on the all-important question, "Is Education Meeting the Needs of Youth?" The moderator of the Meeting was Howard V. Funk of Bronxville, New York, educator and regional vice-president of the National Congress of Parents and Teachers. The other three Town Meeting participants were Howard Y. McClusky, Francis Spaulding, and Alonzo G. Grace. They will here be introduced by Mr. Funk. The following is a portion of this special National Convention feature.



HOWARD V. FUNK  
HOWARD Y. McCLUSKY  
FRANCIS SPAULDING  
ALONZO G. GRACE

**M**ODERATOR FUNK: In these tempestuous times Americans must decide many great questions not for the moment but for the long future. We must choose, for example, the goods and services to be maintained and enhanced, and those to be curtailed or dispensed with as we plan our rearmament program.

In doing this we must understand fully the present and future effect of such decision. As a nation we probably could survive reasonably well, though not so comfortably, without new aluminum pots and pans for a couple of years. There are, however, services the lack of which for a very few years has indelible effects. Errors in judgment cannot be compensated for. The results will be registered permanently in our history and our citizens. It behooves us, then, to examine well, think clearly, and evaluate logically, as we determine the relative value of our goods and services.

We shall now consider the question, "Is Education Meeting the Needs of Youth?" for education is a primary function in the welfare of our democracy. The first speaker in our Town Meeting is Howard Y. McClusky, Associate Director of the National Youth Administration, whose intimate knowledge of the status and needs of youth qualify him as an expert. Dr. McClusky!

DR. HOWARD Y. McCLUSKY: Schools, like

other agencies, vary in their effectiveness. Some are excellent, others are bad, while most are somewhere between fair and good. Many schools are alert to good textbooks, have access to educational films, are equipped with radios and take pride in working libraries for every classroom; while others cling to dull textbooks, resist the introduction of equipment to vitalize instruction, and look on libraries as useless museums of cast-off books.

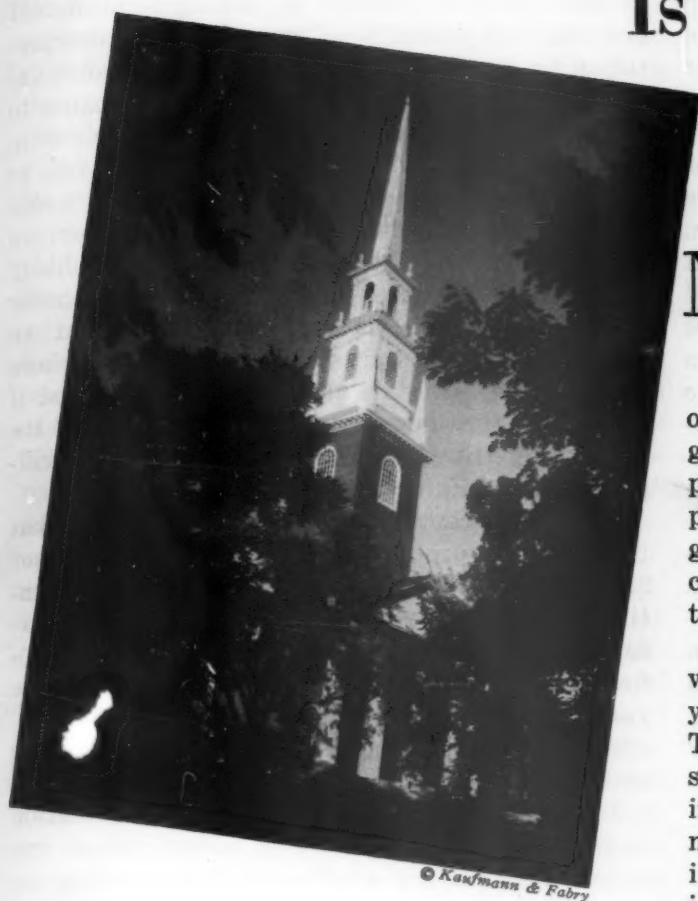
Many schools provide a variety of subjects and extracurricular activities. They know that aptitudes of young people require a wide range of experiences for the fulfillment of their needs. Music, consumer education, health education, instruction for family living, vocational and personal guidance and other activities enrich their programs.

On the other hand, other schools offer just a few traditional subjects and teach them by assigning short sections of textbooks to be memorized and then verbally regurgitated at the next recitation, a method which too often lacks vitality and rarely incites anyone to original thought.

In some schools, teachers and administrators have introduced a large measure of democracy in their relations with their pupils. In too many other



# Is Education Meeting the Needs of *Youth*?



schools the superintendent, principals, and teachers still demonstrate more of dictatorship than of leadership in the practice of democracy. In other words, progress has been uneven, but there has been progress.

A larger proportion of our youth are in school than ever before. If there are still too many incompetent textbooks and mortuary libraries, their opposites are more numerous than formerly. If the curriculum is still too remote from the needs of youth, more people than ever before are worried about this fact and trying to do something about it. If too many schools are still stifled by a dictatorial atmosphere, more schools than in the past are introducing a climate of responsible freedom based on a fundamental respect for persons.

All these gains should be applauded in order to encourage the stalwart souls fighting for better schools and to check the uninformed and misled opponents of the schools who would destroy the gains which have been so laboriously achieved.

We are at a period of great emergency. Billions of dollars are being poured into defense. Most of us no longer quarrel with this necessity, but some reduction in normal expenditures will be inevitable. Some enemies of education will, therefore, seize this opportunity to cripple our schools under the guise of defense, while a larger number of

other people with better motives, but equally misguided and uninformed, will aid them in their campaign. I, therefore, want to register my emphatic protest against any disposition to take the cost of guns and airplanes out of the budget for the education and care of our young people. We must protect our educational gains.

But we must also accent at least four areas in which education lags in meeting the needs of youth. I refer first to the needs of Negro youth. The very real increase in the number of better schools for Negroes is, after all, only a beginning in an advance that is still seriously retarded. Far more ample provisions must be made for the training and pay of Negro teachers as well as for buildings equipped with more adequate libraries and instructional material. The curriculum should also be drastically revised to meet the practical, everyday needs of colored youth.

Greater advance must also be made in education to meet the needs of rural youth. One-half of the youth of our country now live on farms or in villages of 2500 people or under. But they are not receiving education in any degree commensurate with their numbers and importance.

The libraries of rural schools are deplorably meager. Teachers of rural schools are, for the most part, undertrained and underpaid. A great majority of rural youth who take their secondary education as non-resident pupils in village, town, and city high schools do so on terms laid down by boards of education, administrators, and teachers with little practical concern for the enrichment of rural life. And even rural teachers of rural schools have not begun to make full use of the resources of the environment in which they work.

In the third place, education must make a more vigorous attack on the needs of youth for effective citizenship. An adequate program of education for citizenship should be not only political but also social and economic in character. In the political sphere it should place far greater stress on the understanding and control of local government, and in the social and economic sphere it should

give practical experience in the use of procedures to improve community living. Modern citizenship training must help youth to greater mastery in the direct control of the immediate environment in which he lives.

In the fourth place, our schools should be far more realistic in meeting the economic needs of youth. A program to this end would involve greater emphasis on general vocational education, not only by means of special subjects but also as a part of the general curriculum. Moreover, it would give greater recognition to the educational values of work experience. Meeting the economic needs of youth would also require the school to cooperate with other community agencies in a thorough-going program of vocational guidance and placement and would encourage, through the general and extracurriculum as well as individual counseling, the development of those qualities of character and mental and physical health which would increase the employability of young people.

To sum up: Our schools have come a long way in meeting the needs of youth, and these gains should be protected, but they have a long way yet to go. These days of crisis call for a robust advance by increasing our gains and wiping out our deficiencies.

**MODERATOR FUNK:** Our next speaker is Francis Spaulding, Dean of the Graduate School of Education at Harvard, whose long experience in the Regents Inquiry in the State of New York puts him in a position to speak with authority on this subject. Dr. Spaulding!

**DR. FRANCIS SPAULDING:** Within the last three or four years we have had an unprecedented number of youth studies. The young people themselves have been given a chance, in most of the studies, to talk about their needs as they see them. What youth say about their own needs is certainly pertinent to our discussion.

They say, first, and most often, that they need a chance to get started in a good job.

They say, next most often, that they need a chance to have some decent fun. The thousands of young people who were interviewed in the Maryland study were asked what they would most like to have their communities do for them. The commonest answer, for country youth and city youth alike, was that they would like community playing fields and equipment for games, or a community recreation building in which they could share, or some other arrangement by which they could join with one another in having a good time.

Somewhat less articulately youth say that they need a chance to get married and have families. Few of them put this particular need in just these words. They talk, instead, about their relations with their boy friends or their girl friends. No

doubt their relationship is at the moment a part of their general interest in having some decent fun; but it is probably not stretching the interpretation too far to say that behind the romantic interest lies a real feeling of need for a chance to have eventually a normal home life of their own.

To get a good job, to have some decent fun, to marry and have a family—these are the needs which our youth themselves put first. They are hardly a complete list of needs, as adults are likely to interpret the needs of youth. Nowhere among them, for example, is any mention of what we commonly think of as spiritual values. Nowhere among them, either, is any mention of the need of preserving in a new generation the culture of the old, or of getting ready for responsible and intelligent citizenship in our democracy.

I recall a recent meeting at which the needs that these young people mentioned were the major subject of discussion. An indignant lady who identified herself as a retired teacher, commented sarcastically that what youth saw as their needs confirmed her own long-standing impression of the younger generation: That they were an irresponsible lot, interested only in money in their pockets and something to spend it on.

But if that lady had been in the same situation as these youth, would she—or, indeed, would any of us—have put different needs first? Lacking assurance of jobs, or of a chance for decent recreation, or of the opportunity for homes of our own, most of us would think of just such things before we paid much attention to other needs. Without assuming that education has no other needs to meet, therefore, it will be no more than fair to consider how far education is meeting the needs which young people themselves most clearly recognize.

The studies which have been made of young people's success in getting jobs show that two groups of young people are in general being pretty well provided for. First, the boys and girls who have scholastic interest and ability and happen to go to college. Second, the young people who happen to enroll in specialized vocational courses, and complete a systematic preparation for some skilled occupation. But it must be set down on the red-ink side of the ledger that we have not yet developed any systematic or comprehensive plan for seeing to it that the right young people get the right kinds of preparation for jobs.

Moreover, probably half of our youth get no direct preparation for jobs at all. School work for most young people is likely to consist at present almost entirely of academic studies which have little or no bearing on what boys and girls actually need to know in order to earn a living. Consequently thousands of young people do not know



what kinds of jobs are available or where to look for them; they get the jobs which they eventually do get, at random or by accident; they have no clear notion of how to make the most of a job, once they get it; and they find themselves frustrated in their blind hope for white-collar jobs which either do not exist, or are beyond the reach of young people of their ability or training.

In the chance which it provides for young people to have decent fun, our educational program is likewise partly effective, partly wanting. Our schools have taught nearly all of our young people to read, and much of the reading that they do is recreational. The schools have taught nearly all of them, also, to like physical sports, and to like being out of doors. Still further, many schools have succeeded in developing for individual boys and girls special interests in a variety of wholesome activities.

What our educational program has not been successful in doing for a large proportion of our young people is to provide them with any discriminating standards of enjoyment. Their lack of standards is particularly apparent in their use of the kinds of recreation most frequently open to them. The books and magazines that young people read in greatest numbers, the kinds of movies they go to, the radio programs to which they listen most frequently—all of these reflect preferences on which the school program seems to have had little influence.

And what our communities outside the schools have not done is to give young people a fair chance to keep alive even the special interests which the schools have succeeded in implanting. The hobbies which boys and girls take up while they are in school all too often disappear immediately and completely when they leave school. Sometimes they disappear because the hobbies are in themselves only passing fancies; but quite as often the interests which the school has awakened vanish because the community outside the school offers neither place nor associates nor encouragement for carrying on what the schools have started.

As to meeting the third need which youth themselves recognize—the need for establishing good homes of their own—our educational program has thus far made only a beginning. Wholesome teaching about marriage and family living comes to some young people from their fathers and mothers. For others the

church, or an out-of-school youth organization, occasionally offers advice and perhaps instruction.

For the largest number, however, the only direct preparation is offered by the school. And what schools now provide touches meagerly indeed on this need. Schools commonly offer courses in home economics for girls, but no parallel courses for boys. Their programs even for girls deal chiefly with the material aspects of running a home—cooking, sewing, buying food and clothing, and arranging and caring for home furnishings.

For girls and boys alike the problems of making a home which will be pleasant in spirit as well as in material comforts, or of bringing up children who will have as fair a start in the world as these young people would like on their own account, are problems which are largely left to take care of themselves.

It should be said again that there are many needs which our educational program should meet beyond these needs which youth themselves clearly recognize. Young people may fairly ask us, however, to make preparation for jobs and recreation and family living a primary educational task. We are providing at least a little of what they ask for all of them, and much of it for a good many of them. But in all three fields we are still far from doing the kind of educational job that we can do if we put our minds to it, and that greatly needs to be done.

**MODERATOR FUNK:** The third and last speaker is Alonzo G. Grace, Commissioner of Education in the State of Connecticut. His official knowledge of education in his state, and his sympathetic understanding of educational problems everywhere, make his opinions valuable to us. Dr. Grace!

**DR. ALONZO G. GRACE:** Before attempting to comment on the question: Is American education meeting the needs of youth? I should like to summarize briefly what might be considered the problems of youth. They are as follows:

1. *Jobs.* Employment during depression periods as well as during periods of prosperity, for the security of America is vested in a nation of employed men and women. Men who have jobs are not likely to sacrifice their liberty or to succumb to the panaceas on the horizon.

2. *Home and family living.* Youth desires more than anything else to marry, to raise a family, to become a normal American citizen.



© Ewing Galloway



3. *Health.* Why should we wait until a draft comes along to discover that there is a vast difference between talking about health and providing community resources for the necessary remedial measures? Much more attention must be paid to nutrition in our schools. Youth should be provided with adequate health examinations and the opportunity to remedy physical defects.

4. *An adequate system of education.* The redirection of American education is essential. This is being accomplished in many of our communities in a variety of ways. This should be accomplished locally by using the wisdom and the intelligence of educators and citizens to develop the most fruitful educational experience. There is no need to establish other agencies to promote another kind of education under other auspices in order that we obtain the desired result.

5. *Spiritual development.* There never was a time when the individual was confronted with more choices, choices between doing right and wrong, choices between justice and injustice, choices between good and evil. It is essential that we develop in the individual the wisdom, and the strength, and the desire to live and act ethically.

6. *The proper use of leisure time.* The American school system, under the most trying circumstances, has done an excellent job. It must be fully realized that "we the people" have attempted to do what no other country in the world has been able to do—that is, to provide a basic education for all the children of all the people. In many cases, however, we expect cultured, refined leadership on the part of a teacher whose compensation is little more than that which might have been received on relief. In other areas, the number of children which each teacher is expected to teach is so great that mediocrity is the only possible outcome. There are many places in our country where school facilities are poor, but in spite of our problems our efforts should be to develop our communities by our own efforts.

I would make, therefore, several suggestions:

1. *Boards of Education.* The board of education is one of the most important offices in the community. Our boards must be composed of courageous men and women, able to do their own thinking, willing to discuss and to adopt sound educational policies, willing to leave the administration of schools to their chosen leaders, devoted to the welfare of the community and to the total welfare of youth therein. Each board should be a body elected by the people without regard to party politics.

2. *Selection of teachers.* A school is no stronger than its teachers. Our teachers are the products of the universities and colleges of this country. There must be rigid selection for admission to training;

continued selection throughout the training course; and the ultimate certification of men and women who will become molders of character and not merely fillers of jobs.

3. *An adequate guidance program.* There is some good in every child and it is the business of education to develop that good and develop it to the utmost.

4. *A balanced educational program.* The preparation of youth for living and making a living is essential. We need a horizontal education for living and not a vertical education for more education. Our educational program needs balance. The social prestige that is attached to certain curricula should be eliminated. A liberal education involves the intellect, the heart, and the hand. The absence of any one part eliminates the possibility of a liberal education. Our schools should recognize work experience as part of the total training of the individual. There should be coordinators in our selective school systems.

Our schools must be democratically organized. This is a fundamental problem, too complex to discuss here, but we learn the lessons of democracy by being democratic in our organizations and in our procedure.

5. *A strengthening of genuinely democratic feeling and interests.* One of the things that will tend to weaken democracy is a separation of our people into age groups, each seeking through pressure to influence legislation in the solution of his problems. These problems cannot be solved solely by legislation. They will be solved because there will arise within the hearts of men a recognition of the fact that democracy means "all of the people," just as the free American public school system means "all the children of all the people." We need no youth movement in this country any more than we need an old age movement. How futile to organize each age group that the members may get "everything that is coming to them"! Democracy means to give as well as to receive. It involves obligations as well as rights. Let us learn to give back as well as to take out of life. Let us treat others as we would have others treat us.

No, we need no nationally organized, separate youth movement similar to movements devised in Europe. We have our 4-H Clubs, our Y.M.C.A., our K. of C., our Jewish Youth group. American youth believes in the United States of America, and in the future of this country. Certainly youth should organize, but I do not think this should be an adult-stimulated National Youth Movement designed for other purposes. Youth and adults must work together in the solution of our common problems.

The New England Town Meeting was broadcast through the courtesy of the National Broadcasting Co.

# BOOKS *in Review*



PARENTS CAN LEARN. By *Helen Ellwanger Hanford*. New York: Henry Holt and Co. 1940. \$1.75.

WHEN THE mother of four, who is herself the youngest of eight, writes on the subject of family life, the result is a practical and concrete study of the problems which arise in the bringing up of every family. Because of her own experience the author is able to reassure parents that all the answers to their questions are not to be found in books but that "with the usual number of wits and with good intentions, they not only can learn how to take excellent care of their baby but can have an immense amount of fun in the process."

After reading the seventeen chapters of the book one realizes anew that life is a constantly recurring cycle of experiences; that the development of children—and of their parents—moves forward in a regular pattern from generation to generation in spite of surface differences in the way of life. One is not sure which chapter should be first and which last. The first chapter points out the essentials of a good parent while discussing preparations for the coming of the first baby. The final chapter gives suggestions as to the way in which these essential qualities may be developed.

This is a book for fathers and mothers to read together. Mrs. Hanford remembers constantly that a child has two parents and that each has an important and definite contribution to make. "A sensible woman realizes how important a part a father plays, and she will help him perform it by initiating him into her own knowledge of the child *without wearing him out in the process*."

It is a book for both parents and teachers, because the need for close cooperation between home and school is stressed with vigor.

Two chapters are devoted particularly to the interests of parents. Excellent advice is given mothers as to their attitudes during the years when their children are almost grown up and during the time, a little later on, when father and mother are alone once again. This is a time for renewed relationships; a time when mother has opportunity, at last, to find out the sort of person she really is and to gratify unfulfilled longings.

The book closes with the thought: "We can live the qualities that we want to see repeated in our children. . . . We can show them that people who love each other can have a stimulating, if not an

always easy, marriage. We can, in difficult moments, maintain a constancy which will, by long acquaintance, become familiar to our children. They will know then that it is possible to achieve happiness in marriage because, obviously, their *Parents Have Learned*."

—MINNETTA A. HASTINGS, *First Vice-President*  
*National Congress of Parents and Teachers*

THE PARENTS' MANUAL. By *Anna W. M. Wolf*. New York: Simon and Schuster. 1941. \$2.50.

BEFORE THE reader has covered many pages of this volume it becomes clear that the book reflects the author's happy combination of her experiences as a parent and as a child guidance specialist. Using simple language and straightforward presentation, she makes clear the differences between treating the symptom and treating the cause. She unravels the complicated chain of factors that may produce such patterns as jealousy, thumb-sucking, and temper tantrums.

Throughout the book the emphasis is on the importance of the fundamental attitudes of affection and emotional security on the part of both parents and children. It is suggested that parents make haste slowly, that they take time to understand the child and to take the problems in their stride as they arise. Since the adjustment of parents is so important in influencing the child's behavior, a separate chapter is devoted to parents and their development. Another chapter is devoted to the father's role. This emphasis on the development of parents is thoroughly sound.

For the most part the book considers the first six years of life. It starts with a chapter entitled "Bringing Home the Baby," which gives a number of valuable suggestions for the first weeks and has a good discussion on weaning and its problems. Problems concerning routines, such as problems of eating, sleeping, and bladder and bowel training, are extensively treated. A chapter is devoted to each of the following subjects: discipline, brother-sister relationships, companionships, sex, play and mental health.

This book is filled with valuable suggestions, and parents will find it one of the most helpful books available in the field of behavior problems.

RALPH H. OJEMANN, *Associate Professor*  
*Iowa Child Welfare Research Station*



# Guiding Our Children's Amusement Tastes

DOROTHY L. McFADDEN

THE MOST important hour in a man's life," said the late Jane Addams, beloved social worker, "is that in which he chooses what to do after work."

What are we doing to guide our children of today toward making the right choices in their recreation of today and of tomorrow? If these choices are so important, must we as parents and educators not spend more time than we now do in watching *from what* the choice will be made? Shall we not see to it that the proportion of wholesome, creative, and morally and mentally valuable amusement material available for our children's selection is at least balancing the unwholesome, over-emotional, and tawdry fare which many commercial producers are offering merely for their own profit? Those who spread this ample table, catering to youth's desire for being entertained by adults, claim that they are "giving the kiddies what they want." They follow their formulas, throwing in what they consider the proper amount and kind of noise, excitement, suspense, and horror (not forgetting the dictum that while crime does not pay it *is* exciting) and firmly believe that because millions of children buy or listen to their products it follows that such products are the *only* things American youngsters like. They deliberately play down to the lowest level because they think that it is the normal level of our children's taste.

But was it the children who first produced this tawdry, lurid material? Did children's drawings really set a pattern for these crude comic books? Anyone who has worked with children individually or in groups knows that the child's mind and artistic instincts produce nothing like this—until stimulated by such reading matter or by movie or radio dramas of similar content.

Children's taste, I firmly believe, is good and right until our adult world perverts it. Jascha Heifetz, one of our greatest violinists, who has played often to both large and small audiences of children, has stated that when he asked the young



© Junior Programs, Inc.

people which pieces they had enjoyed most they invariably and instinctively selected the best music of the program. Surely we should not blame our children's taste for their selection of entertainment, when practically all they have to choose from is of the same poor pattern! If there are as many delightful children's magazines and books on the home table as there are comics, with no violent expressions of feeling and no parental nagging in any form to urge their being read, eventually curiosity (perhaps aided by an occasional tactful remark) will lead the children to discover for themselves some new and unexpected joys. If the family radio draws the parents often to good music or well-written drama, sooner or later the younger generation will listen too. If we of the adult world will clarify our own standards of entertainment, seeking out the best even though that best demands more time or more money, our example will begin to mean something to the younger generation.

TODAY, with screaming newspaper headlines distracting us and constant anxieties about the future weighing us down, each of us is in danger of becoming that spectator known in jokes and in the theatrical professions as "the tired business man." Truly we are looking more than ever before for relaxation, escape, laughter. And why not? In order to keep our equilibrium in this mad, whirling world we have to balance our worries with a little fun. Our children too need, more than ever before, amusements that will steady them and enable them to walk with assurance despite the



**T**HE MOST practical method of improving the entertainment diet of our children is to cook up something better and serve it attractively." It was this idea expressed here by the author that came alive in Maplewood, New Jersey, some years ago, when a group of young mothers formed a Parent-Teacher Association and Woman's Club Committee to sponsor wholesome children's entertainment in the local high school auditorium. The project grew into a "clearing house" for all types of children's programs, but has finally set all its efforts toward producing operas, ballets, and plays with its own companies.



©Junior Programs, Inc.

SCENE FROM "RUN, PEDDLER, RUN"



©Junior Programs, Inc.

SCENE FROM "JACK AND THE BEANSTALK"



©Junior Programs, Inc.

SCENE FROM "ROBIN HOOD"

atmosphere of uncertainty and dread that surrounds them. But surely this need not mean that each of us should become what the phrase "tired business man" has come to mean, someone checking his brains at the door with his hat! In this our America, anyone is free to produce (within certain moral bounds) anything that he thinks will draw an audience. We do not have a politically controlled theatre like that of the Soviet Union, where the productions for children are deliberately selected and shaped to implant Soviet ideology and the children are taken by their schools several times a week to see this effective type of propaganda. We are not dictated to from the White House—as the Nazis are by Hitler's Cultural Department—as to what productions we or our children may be allowed to see. Here in our country it is the size of the audience and the number of consecutive audiences attracted in an open competitive market that determine future productions. We, the American audience, have the power of choice, which amounts almost to the power of producing. Our entertainment material is exactly what we, who pay for tickets, make it. What amusements will be offered tomorrow depend upon how we proceed in training the taste of the children of today. It is a fact, however, that the parent who is willing to offer his children better entertainment has difficulty in finding it. The most practical method of improving the entertainment diet of our children is to cook up something better and serve it attractively.

It is for this reason and because of a basic belief in the pliability of youth and its potentialities for choosing and enjoying the best in all the arts that Junior Programs, Inc. was founded five years ago. It is the only non-profit organization which produces operas, ballets, and new plays by professional adult artists for the enjoyment and cultural development of child audiences. It has pioneered with new techniques of dance and narration, lively opera with action and drama of historical and patriotic significance. Its staff of artists, designers, writers, composers, and arrangers know the modern child and his desire for swift action, movement of plot, and integrity of character. The subjects for production are deliberately chosen not from books their mothers used to enjoy, stories that time has hallowed as harmless, but from story material that is closely linked with books that the youngsters of 1941 still like. The stories are laid in countries that do and should interest them, and in periods of history that are glamorous and fascinating. The material is not merely good reading but has the necessary dramatic elements for the stage. American themes were stressed in the production of a beautiful Hopi Indian Legend, "The Reward of the Sun-

god"; in a Connecticut tale of 1730, "Run, Peddler, Run"; and in the very American music and acting in the beloved fairy tale opera, "Jack and the Beanstalk," written by John Erskine for Louis Gruenberg's music. Scandinavian music was used for Hans Christian Andersen's "The Princess and the Swineherd," and old English music for the very popular ballet version of "Robin Hood." The classics were well represented in both literature and music by Shakespeare's "A Midsummer Night's Dream, or Adventures of Puck," with the Mendelssohn score, and by the perennial favorite, Humperdinck's opera "Hansel and Gretel." Next fall a new musical drama, "The Adventures of Marco Polo," will take to the road, with the actors, dancers, singers, and stage managers driving their truck and car from the Atlantic to the Pacific coast and back, and from Canada to Texas. Each day they will stop in a different town, set up their scenery and lighting in some school or community auditorium and play to the thousands of children who are ready and eager for their next Junior Program show.

**T**HE INSTANT response from parents and schools everywhere has proved beyond a doubt that they had realized a lack and really wanted better entertainment for their children but had not known how to go about getting it. The constantly growing audience of children in each town, moreover, has been the final proof that children will enjoy really good drama, fine music, and beautiful costumes and settings if they are offered. In Junior Programs productions they find drama, suspense, and excitement, yes; but it is given in the right doses, planned for their good. There is color and design, but it is created by talented artists with an eye for beauty, not for cheap and startling effect. There is music, tuneful and rhythmical, but it is music worth hearing and remembering.

What children see makes a deep and lasting impression. We have come to realize this as it applies to motion pictures and slides. But it is time we realized that the personality and talent of the living artist—or as one small child put it "round people"—are much more real to youngsters and that the theatre is actually another technique in visual education.

Theatre attendance will have many effects on the child's own creative work. Teachers and settlement workers have been amazed at the sudden enthusiasm students have shown in their music practice after listening to an opera or ballet—an inspiration that lasted for many months. One settlement worker found that dramatic projects had become vital and creative only after the children had seen a lovely professional show, and he testified that he had never seen the youngsters work as

hard and as patiently or with as much imagination on their scenery, costumes, and lighting effects. Often the pictures that some young theatre-goer paints afterwards will reveal his own interpretation of the plot and show just what made the most impression on him.

**I**T IS fascinating to watch for these indications of dramatic imprint which manifest themselves sometimes months and even years later. My seven-year-old daughter startled me one evening at bedtime with the solemn comment, "You know, Mother, I liked Yampove better than Mana." For a moment I could not think what she meant. Then I remembered that she had seen our Indian play containing these characters six months before. I had told her the story only once, just before she saw the production, and we had not talked about it since. So I asked her curiously, "Why?" She replied instantly, "Because Yampove knew it was wicked to go down in the kiva and she didn't go." She had put her finger on the one essential point of the entire play, the Hopi's reverence for his sacred religious meeting place. Not merely the strange Indian names had stayed in her memory, but the contrasting characters and personalities. Children have a very direct sense of truth and justice and insist on the villain of the piece being thoroughly punished. One small boy apparently felt our ending had been too lenient, for on coming backstage he walked straight up to the "bad" character and deliberately kicked the actor in the shins.

Junior Programs has proved to its own satisfaction that American children of 1941 can and do thrill to beauty and good drama. It is up to the parents and schools to help noncommercial producers to offer our children stage performances, radio programs, well-drawn and carefully edited comic books, and motion pictures of real interest and value to the child under twelve. In these days of new patriotic and war relief activities we must remember that the cultural and emotional needs of our younger generation are not only as vital as before, but even more vital than ever.

Katharine Cornell, when she accepted the honorary chairmanship of Junior Programs' 1,750th Performance Celebration campaign for contributions to support the work said: "In these critical times, with the rest of the world torn by the horrors and hatreds of war, it is all the more important that our children be guided to a love and appreciation of the beauties in the arts." It is our duty as parents and educators to build in America, through its children, an appreciation of the best that the artists of all nations are able to produce. The best in music, literature, and drama is not too good for the children of our democracy.



# "In the Heart of a Child"

ELEANOR SALTZMAN

## IN FAITH

### PETITIONING



©Kaufmann & Fabry

WHEN DAD came down the steps with his lunch box, Mother stood in the door without speaking to watch him go. Buddy left his spade under the lilac bush.

"Is Sister better?" His small dirty face was drawn, mirroring theirs.

Dad paused, shifting his pipe in his mouth. "A little better maybe," he said gently, without looking at Mother.

Buddy's fingers worried the pebbles in his pocket. He knew, without their saying it. Little boys in two room houses hear things they aren't supposed to hear. He kept seeing the way Sister looked in the corner bed.

"Can't we do something else?" There were two marbles among the pebbles. "You gave me some stuff when I had whooping cough."

Mother stirred for the first time. "That wouldn't help Sister." Her voice, tired from her night's watching, held still a note of tenderness for the child's question. "The doctor gave us something else for her."

Buddy fidgeted, his bare feet restless in the worn earth by the steps. Uneasy with the burden of his parents' anxiety, he was swept suddenly with a great yearning for his father's tarrying with them. He was afraid to be alone there with only his mother and his sick sister. Lamplit, half asleep memories of the vigil in the other room crowded him, yet he had no idea what he feared.

"Do you have to go to work, Dad?" The question was wistful.

His mother answered for them from the door. "If Daddy didn't work, Buddy, we couldn't pay the doctor or get Sister's medicine. Can't you look after us today while Daddy's gone?"

He looked at her a little doubtfully, uncertain whether this was only a grown-up effort to distract him. He didn't want Dad to go. Terror lay close, imaged as his desperately ill sister. It got into his throat, and he struggled manfully trying to swallow it.

"Let's do something," he begged, and his brown

eyes came up, pleading with his father to help him. "Let's do something else. Don't people pray for things sometimes?"

His parents stood very still. Dad's hand, lunch box and all, came around his shoulder for an instant and dropped.

"I guess they do, Son." Then, without warning, the familiar, almost hesitant voice above him dipped into strange, good phrases so abruptly that Buddy almost didn't get his eyes shut. When Dad said the blessing he often kept them open, but this was different.

"Our Father," Dad said, and his voice was much as if he were talking to Buddy, only a little roughened, the way he sounded when he meant things particularly, "we want to pray for Sister. Take good care of her. And help us to be strong. Please."

Dad's steps moved away across the yard. Buddy said a quick "Amen" inside to cover his father's omission, then his eyes flew open. Dad paused and looked at him briefly.

"You can manage now, Son?" It was a question, and Buddy felt the warmth of his reassurance.

"We'll get along," he said gravely, as man to man. His terror was gone into some bigger courage his parents had given him there at the steps. He watched his father swing into the cinder path toward town before he went back to his shovel. He too said the words in himself: "Help us take care of her. Please, we want to be strong."

Saying it, he felt strong, and was comforted.

## THE ORANGE BUTTERFLY POCKET



©Kaufmann & Fabry

THE DOOR behind her closed softly, and the elevator glided away. Patricia hesitated for a moment, swung a blond braid over her shoulder, and straightened into her best ten-year-old dignity.

"Was there something, please?"

For a second Patricia held her breath, the long racks of dresses and coats marching like battalions across the thick carpet of the children's department. She tried to keep her voice just so, like



any other woman shopping for a new dress.

"I want to see some dresses." She had been saying it to herself all the way down the street, trying to sound like Mama.

The salesgirl half lifted a pencil from her pocket and let it drop again. "Will your mother be in?" Patricia felt the doubt in her voice, in the blue eyes' appraisal.

"No, but it's my birthday money," her small chin tilted up, eager to convince, "and Mama said—"

The clerk smiled. "What have you in mind?"

Patricia let out a relieved breath. "I don't—just know." Shyness born of her boldness, of the marching dress battalions, suddenly robbed her of initiative. She, Patricia, must choose a frock. Behind her, close as the elevator door, she felt crowding her mother's approval or disapproval. "What have you got?" she asked timidly, and her own blue eyes begged of the salesgirl courage.

Again the clerk smiled. "Here," she turned, "are some prints just in. Size? Of course, twelve. Would you like this?"

Patricia, still confused, looked at the frock. "No," she said slowly, "I don't think I like those flowers."

"Or this at two fifty." A blue dress smiled at her gravely from the girl's outstretched arm.

Patricia gulped, her cheeks flaming. "All I've got is two dollars." Her voice stuttered apology. "I forgot—"

"Never mind," the clerk said sociably. "I have some darling dresses at one seventy-five."

Patricia followed her, breathing a little easier. Another girl was looking at dresses, but her mother did the talking. Patricia, her spirits mounting, resisted an impulse to skip lest she ruin her dignity. "I don't care for that," the mother was saying. "It's the wrong green."

"This," said Patricia's clerk, "washes beautifully, and I think the sleeves are cute."

But Patricia looked at it mutely. She had one pink dress.

"Don't you love this?" She held another under Patricia's chin. "It's very becoming."

Above the mirrored frock Patricia saw her face solemn with responsibility. She tried smiling at herself a little, but it was an uncertain, bewildered

effort. Confusions of dresses, of detail, were beginning to swamp her.

"And this with the Peter Pan collar—"

It was perhaps the seventh dress. Pinks, blues, buttons in the back, puff sleeves, all these faded away. It wasn't much as dresses go. It was yellow, it was smocked at the shoulders, but it had the most beautiful pocket in the world, an orange butterfly pocket. The butterfly fascinated Patricia. It looked as if it had poised there in midflight.

"May I—" She caught her breath a little, eyes still on the pocket. "Could I try it on?"

Of course she could. She stood before the mirror, and this time the smile came free. She tried to remember what mamas notice, things like length and whether the sleeves pull, but the pocket wouldn't let her. For no reason at all she remembered going to a daisy field once the summer she visited Aunt Esther. She lifted her eyes to the little girl face in the mirror. The dress looked fine on her except that it made her eyes green. She didn't like green eyes, but she wouldn't look any more. A butterfly pocket—

"It's darling on you," said the clerk. Her admiring fingers puffed the sleeves a little.

Patricia drew a deep breath, relaxing under her approval. "I'll take it," she said, and out of her own small purse came the two dollars. Wriggling back into her clothes, she heard the mother selecting a dress. Just a blue plaid, she thought with pity.

"Your change." The clerk counted the coins into her palm. "Eighty, ninety, two dollars. Thank you and come again."

"Thank you," said Patricia politely, and meant it. She took the package into her arms, hugging it close. Blond hair swinging, she walked to the elevator, still with a kind of dignity, but her face wore its happiness like an exalted glow.

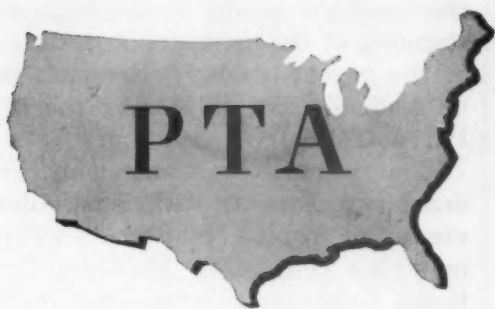
"Down please." The elevator dropped away into her everyday world. Patricia stood very still, but inside she ran and sang and shouted. She had done it. All by herself. Her thoughts a rainbow of organdy collars and violet prints, of sales slips and daisy fields, Patricia emerged into the sunshine, a mature shopper, still hugging close the precious yellow dress with the orange butterfly pocket.

## The Fisherman's Return

*Ah, here comes our laddie  
With his dog and pole.  
He must have been fishing  
In the swimming hole.*

*"What luck, son?" We ask him,  
He grins at sister's squeal,  
From his bulging pocket  
He calmly pulls an eel.*

—DOROTHY M. BAKER



## Frontiers

**Education by Radio.** Education has always been a preoccupation of the American people. Nothing has yet shaken our faith in it as an indispensable instrument of social progress. It is our firm conviction that "education is the guardian genius of democracy."

We live in an age of rapid and momentous change. Today education must work in a complex social order. New demands are constantly being placed upon the school. No longer will reading, writing, and arithmetic alone meet satisfactorily the requirements for effective participation in our democracy. Education must now be concerned with desirable growth toward competent citizenship. It must develop minds which will be informed about changing social problems and be able to respond to new motives. The development of such minds requires the combined efforts of the best educational agents we possess.

One of the most important new agents of education is radio. What about radio in the schools today? Still young, it is growing rapidly. Possessing certain peculiar aspects which are not found in other techniques, radio has a very important place in the school. Through it pupils are enabled to participate in and actually experience international, national, and local situations of great scope and significance.

**R**ECOGNIZING the need for educationally and socially desirable radio programs, the Texas State Department of Education organized last year the Texas School of the Air, a non-profit organization designed to broadcast radio programs to supplement and enrich the regular school curriculum.

With the inauguration of these radio classes for schools a dream of the Texas Congress of Parents and Teachers was realized. The idea of a school of the air in Texas, patterned after the Ohio School of the Air, took concrete form several years ago when Mr. B. H. Darrow, then director of the Ohio School of the Air, was brought to several state congress conventions and later gave teacher training courses in two of the universities. Special training for leaders of the classes of the Texas School of the Air was made possible by five fellow-

ships granted by the General Education Board.

Today these programs, presented over the Texas Quality Network, reach every part of Texas. They are being utilized by more than 3,500 Texas schools with excellent educational results. The Texas School of the Air is a new educational enterprise in which we believe all Texans will take increasing pride and from which the state will secure lasting benefits.

—NORA CROSS VANDERWOUE



**Kansas Evaluates Exhibits.** A house built upon the sand is of no avail, but an exhibit built upon a rainbow makes a lasting impression of beauty on its observers.

The most interesting and profitable project of our Kansas convention in 1940 was an exhibit used with the theme "Education for the Pursuit of Happiness." It was the outcome of well-guided enthusiasm—enthusiasm for imparting to others the appreciation of art, beauty, and unity of thought and purpose that marked our organization.

Grouping the work of the chairmen into seven divisions of related activities, we used as a background for each exhibit one of the spectrum colors. In many instances these exhibits were developed through motion pictures, both silent and talking. Short reels on miniature screens brought home the subject matter in concise, usable form. Visual presentation of the work of our Congress in this and other ways enabled the delegates to take home a working pattern.

Building on a rainbow bridged us over a year of enthusiastic endeavor to carry to each unit in every corner of the state some of the satisfaction of working for the welfare of children and an appreciation of the program of the parent-teacher association.

The inspiration derived from this exhibit led to another development this year. While the first exhibit was developed in seven separate colors in



seven separate rooms, the color scheme this year, for obvious reasons was red, white, and blue, and the exhibits were assembled in one large room.

Attention was centered on a large canvas, twenty feet by twenty-five, which occupied one entire wall. On this canvas there were depicted in painting the many activities of parent-teacher work. Seating facilities were provided to enable delegates to study the correlation of activities shown. To give a lasting value to this part of the exhibit a photograph was made which will be a feature in many publicity books over the state.

**S**TRATEGICALLY placed, the Statue of Liberty cast her shadow on this canvas protectingly. Liberty with her flaming torch held high guided the eyes and minds of the delegates to that word and its true meaning. The great freedom that is ours was manifested in the wide scope of activities shown in the panoramic individual exhibits. To inculcate a spirit of loyalty to and thankfulness for this "American Way of Life" the chairmen had a part in developing the association of the Home, the School, the Church, and the Press, the four pillars of Education.

Such an exhibit is recommended to other conventions and may be developed with the expenditure of around one hundred dollars.

—NELLE P. JENKINS



**When a State Decides to Grow.** At the beginning of the present administration a real effort was made to get at the cause for the slow growth in parent-teacher membership in Mississippi. After gathering information from many sources it was decided that the greatest contributing factor was the lack of understanding of the parent-teacher program, on the part of the professional group as well as the lay membership.

To overcome this lack two projects were proposed. Neither can yet be called completed for both are long-time projects. Indications are that satisfactory results will be accomplished in time.

The first project is designed to meet the need of the professional group. As an initial step a letter was mailed to the deans of education of the various state colleges, respectfully asking their opinions as to the advisability and possibility of incorporating parent-teacher materials in one of the education courses, or else putting in a two-week unit on parent-teacher methods. There was a feeling on the part of the Congress that if those who are preparing to teach could graduate from

the teacher-training institutions with an understanding of the methods, objectives, and purposes of the parent-teacher movement, progress would be made toward increasing the influence of the Parent-Teacher Association.

The response was extremely gratifying. The deans expressed an enthusiastic desire to cooperate in the proposed matter. As a result a packet of materials containing Manuals, Guidebooks, National Congress Information Leaflet, Mississippi Congress Information Leaflet, How To Organize, Rural P.T.A., Schools for Democracy, and other state and national publications was mailed to seven colleges in quantities large enough to serve a class of forty. The materials were sent free of charge, a courtesy of the Congress. With the materials went another letter from which is quoted one paragraph, "It is our hope that after you have experimented with the materials we may have your recommendation as to the most effective use of them. Possibly in time we may see the need for a Syllabus on the *Organization and Work of the Parent-Teacher Association*. We are in the experimental stage and with your cooperation we hope to work out a procedure that is best suited to our situation."

Two of the deans have asked for a lay person to come in during the unit for conferences with the classes. They feel that this practical touch will be of value to the teacher as he goes into the community.

**T**O MEET the second need, that of a more informed and inspired lay membership, a committee was asked to canvass the possibilities for a summer institute and carry out recommendations growing out of its study. From this committee has come announced plans for a three-day *Family Life Institute* to be held in June at Mississippi State College. Mrs. George E. Calvert, National Chairman of Education for Home and Family Life, is to lead the discussions. The college has offered the services of faculty members for discussions in various specialized fields. In addition to the discussions on family life, time will be given for parent-teacher techniques and consideration of special parent-teacher problems.

It is the hope of the administration that this endeavor is only the beginning of a finer and more effective cooperation with the teacher-training institutions.

—LELIA B. CLARK





## If—You're a New P. T. A. Officer

If you can ever keep the goal before you,  
Of better schools and better chances for the child,  
And seeing this, if you can hold the course securely  
Nor turn aside from storms and currents wild;

If in this job you see sufficient challenge  
To warrant regular study—careful thought;  
If you take pride in getting things accomplished  
And get a thrill from seeing good things wrought;

If you can plan a program that's appealing—  
That's vital, helpful, spirited, and timely;  
If you can get a corps of good committees  
Who move along and do their work sublimely;

If you will plan each meeting so precisely  
That routine business moves without delay;  
If you'll make sure that every program speaker  
Has something worth while that he wants to say;

If you're a whiz at bringing in the money  
Yet never let that aim your wisdom dim,  
And if the funds you raise to spend on children  
Are spent alone, religiously, on them;

If you can keep the faith, nor grow discouraged  
When people fail you—for some surely will;  
If you stay calm, nor ever get excited,  
But at your duties just keep plugging still;

If you can let the credit go to others,  
Even that which you yourself could rightly claim;  
If, on the other hand, you're always ready  
To assume a generous portion of the blame;

If you've an epidermis like the hippo—  
Immune to criticism and abuse—  
If you can keep from growing quite despondent  
And often thinking, "Oh, what is the use!"

If you'll work with the Board and Superintendent,  
And always try to see their point of view  
When they're a little slow in granting favors,  
Or finding cash to buy you something new;

If you can help the teachers with their problems,  
Without pretending that you know a better way  
To teach their classes, when you really want them  
Merely to teach as you were taught—one day;

If you can lead, yet ever seem to follow;  
If you can get things done by other folks;  
If you can keep MOST of the members happy;  
If you can keep them laughing at your jokes;

If you can hear the praise of loyal colleagues,  
Yet hearing it, remain quite unaffected;  
If you can have a year of fine achievement  
But keep yourself from being re-elected;

YOUR fame will soon be spread throughout  
the nation;

The world will kneel in homage at your feet,  
And when you lay aside the tasks of office  
'Twill be without the trace of one defeat.

(With contrite apologies to Mr. Kipling.)

—Ivan A. Booker  
Assistant Director, Research Division  
National Education Association

## Around the Editor's Table

WITH THIS issue the *National Parent-Teacher* completes its 35th volume. The closeness of the relationships which exist between the child and his home, school, and community are here, as in past issues, well indicated. Appropriate place is given to several of the addresses delivered at the 1941 Convention of the National Congress of Parents and Teachers.

Beginning with the September 1941 issue, the *National Parent-Teacher* will occupy itself with problems which are engaging the most serious minds in America today. In addition to the study courses "Defense Begins at Home" and "How We Grow" there will be a series of articles on the platform adopted at the National Convention. This series will be developed by the vice-presidents of the National Congress.

The dissemination as well as the increase of knowledge is essential to an understanding of our world. The *National Parent-Teacher*, therefore, will continue each month to bring its readers an article based upon recent findings of the Educational Policies Commission. Since our stock of effective knowledge in all that pertains to child welfare is still unequal to the complicated task of guiding children wisely, each issue will contain abundant material dealing with the child from the first steps of his growth and education to the most advanced stages of his social, spiritual, and intellectual life.

• • • • •

AFTER THE last general address had been delivered to the delegate body assembled in the 45th Annual Convention of the National Congress of Parents and Teachers and the last conference held, the Findings Committee met to construct a platform which would incorporate the principles set forth by the speakers and the discussants. The Committee prefaced its platform with an expression of faith:

We are even more firmly convinced that the purposes of the parent-teacher program remain unchanged, as fundamental to any program of total defense and as essential to the future of our country.

It is for us to strive to perpetuate in home, school, and community those attitudes which will protect the wholesome development of the child and will prepare him to adjust to a changing world, making such necessary adjustments with discrimination, self-reliance, and sincerity.

(continued on next page)

## Around the Editor's Table

(continued)

The following goals were embodied in the proposed platform: Good homes, sound health, safety, equalized educational opportunity, conservation of human values and natural resources, vocational adjustment, constructive leisure time activities, civic responsibility, and active spiritual faith.

A detailed report of the Findings Committee, including the recommendations advocated for achieving the goals expressed in the platform, will be published in an early issue of the *National Congress Bulletin*. Watch, too, for the Proceedings which will be ready early this fall. By placing your order now at \$1.50 a copy you will be assured of a complete report of the stirring addresses and stimulating discussions which characterized the Convention on "Modern Problems in Community Living."

. . . .

THE CONFERENCES of many national groups are taking place this summer. Among these groups are the National Conference of Social Workers (meeting in Atlantic City), the National Education Association (Boston), The American Home Economics Association (Chicago), and the Association for Childhood Education assembling at Oakland, California. Let no one say that the American people have dulled their minds to the beliefs and aspirations which are a part of the American way of life. In these days of emergency there should be little wandering off into strange, winding by-paths. The problems which face parents and educators, social workers and economists are all too real to them. It is safe to say that, when the summer has passed and these conferences are over, great gains will have been made in the cause of human welfare, that cause for which it is alike our duty and our joy to strive.

. . . .

OF SPECIAL interest to parent-teacher members immediately after one National Convention is the question, "Where is the next Convention to be held?" The answer is San Antonio, Texas. San Antonio is an attractive meeting place for many reasons, not the least of which are its old Spanish missions and the sites connected with the interesting history of Texas under six flags.



© Meisel

## Contributors

THE HONORABLE PAUL V. MCNUTT began his notable career as a practicing lawyer in Indiana. Since then he has been governor of the state of Indiana and high commissioner of the United States to the Philippine Islands. Today he serves his country in the tremendously important position of Federal Coordinator of Health, Welfare, and Related Activities in Connection with National Defense.

Five years ago the Educational Policies Commission was created, with WILLIAM G. CARR as its Secretary. Under his able direction the Commission has each year gained in strength, and has produced a number of distinguished volumes on civic education.

With "Afterglow" ROBERT P. TRISTRAM COFFIN completes a series of four short stories which he wrote for us early in the spring. Dr. Coffin has recently written a new book called *Thomas, Thomas Anwill*.

MARION L. FAEGRE, assistant professor of parent education at the Institute of Child Welfare, University of Minnesota, is known to many parents and teachers through her important magazine articles and her practical work in child development.

JOAN AND HENRY HARAP, of the George Peabody College for Teachers, collaborated in the writing of the timely and authoritative discussion dealing with consumers and national defense. In addition to directing surveys and field studies, Dr. Harap edits the nationally recognized CURRICULUM JOURNAL.

DOROTHY W. BARUCH is professor of education and director of preschool at the Broadoaks School of Education, Whittier College, Pasadena, California. Parents and teachers know her also as the author of many books for children. LEE EDWARD TRAVIS, in collaboration with whom her article was written, has been professor of psychology at the University of Southern California since 1938. He is the author of several books on speech correction.

DOROTHY L. MCFADDEN is the founder of Junior Programs, Inc., a non-profit organization which produces professional stage shows for young audiences and sends them on tour over wide areas. Mrs. McFadden gives practically her entire time as a volunteer to developing the Junior Programs movement.

ELEANOR SALTZMAN is the author of a novel and also of a booklet on parent education. Her fiction and other writings appear in various popular and educational periodicals.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Joe A. Wessendorf, President, and Mrs. J. C. Vanderwoude, Radio Chairman, Texas Congress; Mrs. C. C. Clark, President, Mississippi Congress; and Mrs. James Whipple, President, and Mrs. E. L. Jenkins, Publicity Chairman, Kansas Congress.



# **DIRECTORY** **NATIONAL CONGRESS OF PARENTS AND TEACHERS**

## **HONORARY PRESIDENT**

Mrs. A. H. Reeve

## **HONORARY VICE-PRESIDENTS**

Mrs. E. C. Mason

Mrs. H. N. Rowell  
Mrs. E. T. Stotesbury

## **OFFICERS**

### **NATIONAL PRESIDENT**

Mrs. William Kletzer, 3146 N.E. 10th Avenue, Portland, Oregon

### **NATIONAL VICE-PRESIDENTS**

#### **AIDES TO PRESIDENT**

Dr. Joseph M. Artman  
5732 Harper Avenue, Chicago, Illinois

Mrs. William A. Hastings,  
2241 Hollister Avenue, Madison, Wisconsin

### **VICE-PRESIDENTS FROM REGIONS**

Mrs. J. W. Bingham, 2005 Cowper St.,  
Palo Alto, California  
Mrs. S. C. Cox, 1207 Third St., S.W.,  
Roanoke, Virginia  
Howard V. Funk,  
Bronxville, New York

Mrs. Logan G. Hughes, 1 E. 36th St., Apt. 701  
Indianapolis, Indiana  
Mrs. Paul H. Leonard, 900 Laurens St.,  
Columbia, South Carolina

Mrs. Warren L. Mabrey, 421a N. Frederick  
St., Cape Girardeau, Missouri  
Mrs. M. A. Taylor, 308 E. 9th Street,  
Bonham, Texas  
Mrs. M. D. Wilkinson, 619 N. "J" Street  
Tacoma, Washington

### **SECRETARY**

Mrs. Charles D. Center, 137 W. Rugby Avenue,  
College Park, Georgia

### **TREASURER**

Mrs. James K. Lytle, 1122 Magnolia Avenue,  
Los Angeles, California

## **NATIONAL CHAIRMEN OF STANDING COMMITTEES**

**Art**  
Mrs. Gertrude E. Flyte, Box 112, Mitchell,  
South Dakota

**Character and Spiritual Education**  
Mrs. Nathaniel E. White, 77 Ardoene St.,  
Providence, Rhode Island

**Citizenship**  
Donald W. MacKay, Eastern New Mexico  
College, Portales, New Mexico

**Congress Publications**  
Mrs. Albert L. Gardner, R.F.D. 1,  
Perth Amboy, New Jersey

**Education for Home and Family Life**  
Mrs. George E. Calvert, 1101 N.E. 11th St.,  
Oklahoma City, Oklahoma

**Exceptional Child**  
Dr. John E. Anderson, Director, Institute of  
Child Welfare, University of Minnesota,  
Minneapolis, Minnesota

**Health and Summer Round-Up of the Children**  
Dr. Lillian R. Smith, State Dept. of Health,  
Lansing, Michigan

**High School Service**  
Mrs. Grover Hartt, 6118 Richmond St.  
Dallas, Texas

**International Relations**  
Mrs. C. C. McDonald, Bay Saint Louis,  
Mississippi

### **Juvenile Protection**

Mrs. Arch J. West, 373 E Street, Salt Lake  
City, Utah

**Legislation**  
Mrs. Mary T. Bannerman, 1819 G Street,  
N.W., Washington, D. C.

**Membership**  
Mrs. L. W. Hughes, Arlington,  
Shelby County, Tennessee

**Mental Hygiene**  
Dr. Joseph Miller, 83 N. Washington St.,  
Wilkes-Barre, Pennsylvania

**Motion Pictures and Visual Education**  
W. E. Rosenstengel, Columbia, Missouri

**Music**  
Mrs. Curtis Stout, 1808 Beechwood Road,  
Little Rock, Arkansas

**National Parent-Teacher**  
Mrs. Gail Powell, State Teachers College,  
Kearney, Nebraska

**Parent Education**  
Dr. Ada Hart Arlitt, University of Cin-  
cinnati, Cincinnati, Ohio

**Procedure and Bylaws**  
Mrs. Louis R. Fulton, 349 Indiana Avenue,  
Wichita, Kansas

**Programs and Founders Day**  
Mrs. Fred M. Raymond, 641 Prospect Ave.,  
S.E., Grand Rapids, Michigan

### **Publicity**

Mrs. John E. Hayes, 691 N. Shoshone, Twin  
Falls, Idaho

**Radio**  
Mrs. W. R. Cavanaugh, 1225 Arlington  
Road, Lakewood, Ohio

**Reading and Library Service**  
Mrs. Harry M. Mulberry, 9345 S. Win-  
chester Avenue, Chicago, Illinois

**Recreation**  
J. W. Faust, 315—4th Avenue, New York,  
New York

**Rural Service**  
Dr. Wm. McKinley Robinson, Western State  
Teachers College, Kalamazoo, Michigan

**Safety**  
Miss Marian Telford, 188 W. Randolph St.,  
Chicago, Illinois

**School Education**  
Miss Charl O. Williams, 1201—16th St.,  
N.W., Washington, D. C.

**Social Hygiene**  
Miss Almee Zillmer, State Dept. of Health,  
Madison, Wisconsin

**Study of the Effects of Alcohol and Narcotics**  
W. F. Loggins, Greenville, South Carolina

President, National Parent-Teacher, Inc.: Mrs. James Fitts Hill, 200 Gilmer Avenue, Montgomery, Alabama

## **STATE PRESIDENTS**

**Alabama:** Mrs. L. M. Lowrey, Thomaston

**Arizona:** Mrs. W. W. Sherwood, Box 295,  
Holbrook

**Arkansas:** Mrs. R. V. Hall,  
2020 Hickory St., Texarkana

**California:** Mrs. E. K. Strong,  
3 Nevada Bldg., 514 Bryant St.,  
Palo Alto

**Colorado:** Mrs. M. E. Richards,  
2711 Vine St., Denver

**Connecticut:** Mrs. Leslie Mathews,  
918 Hoyden Hill Rd., Fairfield

**Delaware:** Mrs. P. C. Elliott, Seaford

**D. C.:** Mrs. C. D. Lowe,  
3429 Oakwood Terrace, N.W., Washington

**Florida:** Mrs. L. H. Gibbs,  
Box 100 F, Route 1, Orlando

**Georgia:** Mrs. Robert A. Long,  
1082 St. Charles Pl., Atlanta

**Hawaii:** Mrs. Mable Lane Moe,  
1511 Piikoi, Honolulu

**Idaho:** Mrs. R. L. Brainard, Wardner

**Illinois:** Mrs. F. Russell Lyon,  
6100 Newburg Ave., Chicago

**Indiana:** Mrs. James L. Murray,  
64 E. 73rd St., Indianapolis

**Iowa:** Mrs. S. E. Lincoln,  
2220 E. 32nd St., Des Moines

**Kansas:** Mrs. E. W. Emery,  
Mt. Vernon Road, Route 1, Atchison

**Kentucky:** Mrs. Tuttle Lockwood,  
Afton Heights, Paducah

**Louisiana:** Mrs. Fagan Cox,  
4202 South Grand, Monroe

**Maine:** Mrs. Burton Goodwin, Mexico

**Maryland:** Mrs. G. R. Clements,  
7 Thompson St., Annapolis

**Massachusetts:** Mrs. Luther R. Putney,  
80 Boylston St., Room 1016, Boston

**Michigan:** Mrs. Edgar Thompson,  
119 Monterey Ave., Highland Park

**Minnesota:** Mrs. S. E. Linsley,  
1689 Charles St., St. Paul

**Mississippi:** Mrs. C. C. Clark, Columbia

**Missouri:** Mrs. True Davis,  
516-17 Corby Bldg., St. Joseph

**Montana:** Mrs. R. H. Jesse,  
610 University Ave., Missoula

**Nebraska:** Mrs. Mark Pierce, 1211 Garfield St.,  
Lincoln

**Nevada:** Mrs. C. D. Baker,  
325 N. 6th St., Las Vegas

**New Hampshire:** Mrs. Benjamin Kendrigan,  
Newmarket

**New Jersey:** Mrs. Albert L. Gardner,  
R.F.D. 1, Perth Amboy

**New Mexico:** Mrs. P. V. Thorson,  
307 S. Lea, Roswell

**New York:** Mrs. Carl R. Brister,  
79 E. Genesee St., Auburn

**North Carolina:** Mrs. J. S. Blair,  
Elizabethtown

**North Dakota:** Mrs. G. R. Horton,  
Box 1217, Jamestown

**Ohio:** Mrs. C. Tracy LaCost,  
2515 Glenwood Ave., Toledo

**Oklahoma:** Mrs. John A. Wadlin,  
1140 E. 26th St., Tulsa

**Oregon:** Mrs. F. W. Blum,  
417 Oregon Bldg., 509 S.W. Oak St., Portland

**Pennsylvania:** Mrs. P. B. Digby,  
415 N. Fairmount, Pittsburgh

**Rhode Island:** Mrs. Newton P. Leonard,  
973 Broad St., Providence

**South Carolina:** Mrs. John Morrall, Beaufort

**South Dakota:** Mrs. J. C. Lepler, Watertown

**Tennessee:** Mrs. R. B. Gordon,  
University Center, Memphis

**Texas:** Mrs. Joe A. Wessendorff, Richmond

**Utah:** Mrs. L. K. Nicholson,  
357—8th Ave., Salt Lake City

**Vermont:** Mrs. F. W. Johnson,  
37 Bellevue Ave., Rutland

**Virginia:** E. L. Fox, Ashland

**Washington:** Mrs. J. S. Stewart,  
557—17th St., Longview

**West Virginia:** Mrs. H. S. Klein,  
707 Chesapeake & Ohio Bldg., Huntington

**Wisconsin:** Mrs. Roger Scott,  
Route 5, Box 367, Waukesha

**Wyoming:** Mrs. Fred J. Peterson,  
1207 Cosgriff Court, Cheyenne

**NATIONAL OFFICE: 600 South Michigan Boulevard, Chicago, Illinois**

Ruth A. Bottomly, Director of Office





## *Beginning in the September Issue*



### DEFENSE BEGINS AT HOME

A study program on defense prepared for  
parent education and adult education  
study and discussion groups.

#### THE ARTICLES

*September:* The Homemaker Takes Over

*January:* The Tightened Belt

*October:* Does Money Make the Man?

*February:* What Shall We Do Next?

*November:* To Market We Go

*March:* All Out for Homes

*December:* Who Is to Blame?

*April:* Youth Marches On



Each article will be accompanied by study aids including  
pertinent points for discussion, motivating questions,  
problems and reference materials.

NATIONAL PARENT-TEACHER

600 SOUTH MICHIGAN BOULEVARD • CHICAGO, ILLINOIS

